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The National

PARENT-TEACHER

FORMERLY CHILD WELFARE

Magazine

THE ONLY OFFICIAL MAGAZINE
OF THE NATIONAL CONGRESS
OF PARENTS AND TEACHERS

October 1935
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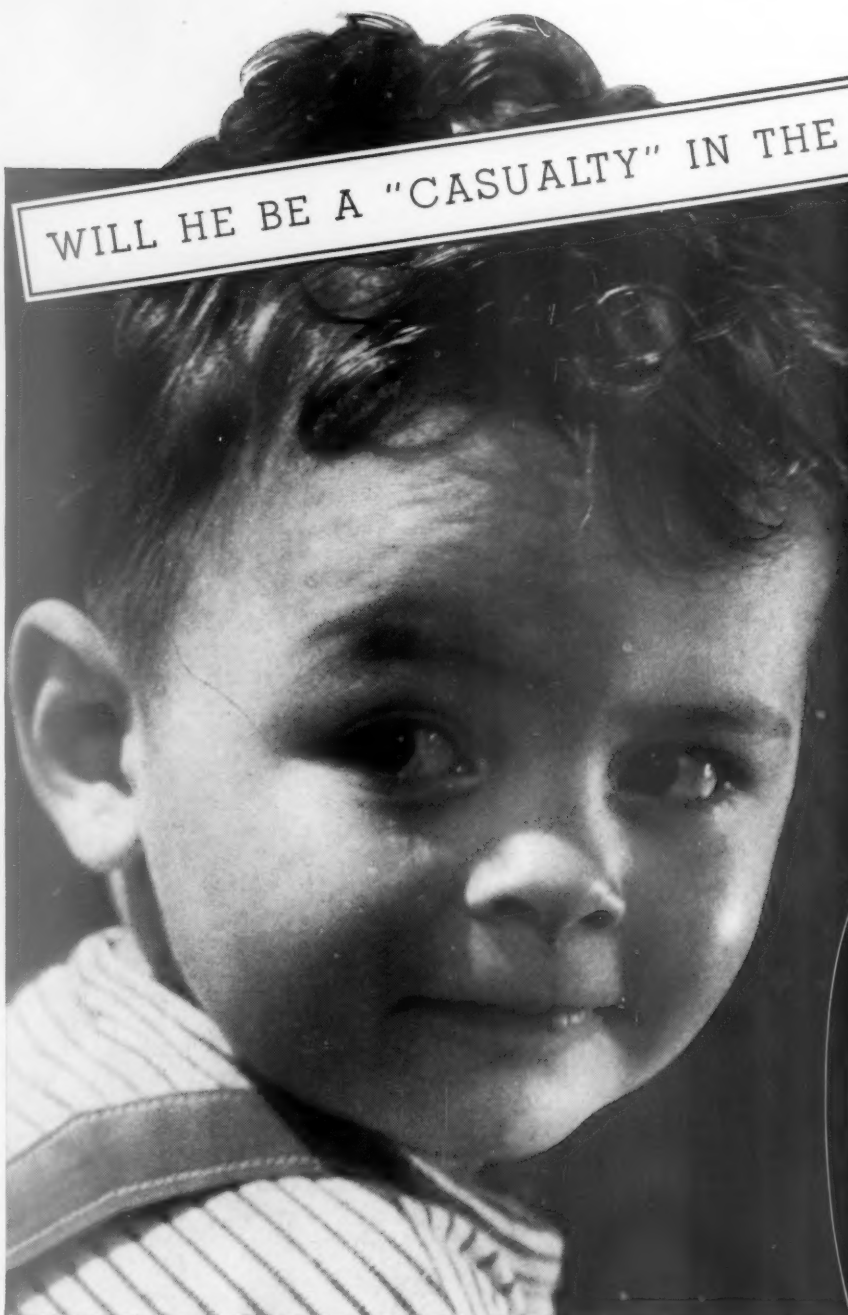
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Ruth, Stead

WILL HE BE A "CASUALTY" IN THE WAR WITH WINTER

OR

**WILL HE GAIN
STRONG BONES,
A GOOD CHEST,
SOUND TEETH?**



WINTER's weapons are sharp winds, slush and snow, weak sunshine and billions of germs of infection. Children need the armor of health to fight this formidable foe. Every winter, millions of youngsters are captured by infection. Thousands of others reach spring with weakened, rickety bones. Will your child be on the casualty list?

Fight winter with modern weapons. Build up your child's resistance with McKesson's HIGH POTENCY COD LIVER OIL. It supplies $2\frac{1}{2}$ times the usual potency of vitamins A and D. Vitamin A helps guard against infection in general.

Vitamin D provides "sunshine" values that build bones. Pure Norwegian oil refined from fresh-caught cod of icy Northern waters. Higher potency permits smaller doses. Price, \$1 for 16 ounces.

As one of the largest refiners of cod liver oil in the world, McKesson is Vitamin Headquarters, with vitamin oils of every type. McKesson's COD LIVER OIL (Standardized) is a Norwegian oil of normal strength, of the highest grade and palatability. Made also in Mint Flavored type, preferred by some children. Price, 75c for 16 ounces.

McKesson's VITAMIN CONCENTRATE TABLETS OF COD LIVER OIL are tempting, chocolate-coated tablets with the vitamins of cod liver oil in highly concentrated form. 100 tablets, \$1.

You may prefer McKesson's HALIBUT LIVER OIL. This fine product is available in both the plain and the fortified type. In small capsules, or in liquid form. Specify McKesson's at your druggist's.

McKESSON'S COD LIVER OILS
Vitamin Headquarters

No "Pink Tooth Brush" in this family—and here's Why!

**IPANA AND MASSAGE
FOR HEALTHY GUMS!**



TODAY children are bringing home the very latest in dental ideas *straight from the classroom.*

Today the rising generation is learning that care of the gums is every bit as important as care of the teeth. And they're learning it—and practicing it—by daily classroom drills in gum massage.

Modern teachers now tell their pupils—just as your own dentist will tell you—that gums need exercise to keep firm and healthy. But the soft, over-cooked foods we all eat today rob our gums of the exercise they need to stay healthy. Gums become lazy, weak, tender. They tend to bleed. "Pink tooth brush" appears,

a warning that gums are tender, ailing. And neglected, unhealthy gums may lead to such serious disorders as gingivitis, Vincent's disease, even pyorrhea.

That's why you should guard the health of your own teeth and gums the way your child has been taught to do—with Ipana and massage. First, clean your teeth with Ipana—a splendid

modern dentifrice that keeps teeth clean and sparkling white. Then, each time, rub a little extra Ipana into your gums. For Ipana is especially designed to help the massage in speeding up circulation in the gums, in helping gums regain their natural healthy firmness.

Begin this Ipana and massage treatment today. See that your whole family does, too. You'll be delighted at the results—whiter, brighter teeth; firmer, healthier gums; and a minimum of danger from "pink tooth brush."



NOTE TO MOTHERS

Children like the refreshing flavor of Ipana so much that, with Ipana in the bathroom, you will not have to *tell* them to clean their teeth!

IPANA Tooth Paste

FORMERLY CHILD WELFARE

NO. 2

C O N T E N T S

THE NATIONAL PARENT-TEACHER MAGAZINE • OCTOBER, 1935

CONCERNING CONTRIBUTORS

UNFORTUNATELY, lack of space has prevented our telling on this page anything about the artists whose work appears in the magazine. However, since RUTH STEED is doing a series of covers for us, the first of which appeared on the July issue, we know that our readers are particularly interested in knowing something about her. She studied at Cooper Union, New York, and at the Philadelphia Academy of Fine Arts. During the last six years she has made portrait drawings of children, in New York, Philadelphia, Boston, and Palm Beach. Her work has hung at the Philadelphia Academy and at the Palm Beach Art Center. She has two children.

"Are Country Children Different from Their City Cousins?" Under this title AGNES E. BENEDICT writes an interesting analysis of some of the problems faced in rural districts today. Miss Benedict is exceedingly well qualified to treat this subject. As a member of the staff of the National Committee on Visiting Teachers she wrote the book called *Children at the Crossroads*, a study of rural children which was published by the Commonwealth Fund. Before that, Miss Benedict was a member of the National Child Labor Committee and edited their publication, the *American Child*. She did special editorial work for the White House Conference on Child Health and Protection. She has written many features for magazines, particularly the children's magazines. Miss Benedict is a graduate of Vassar College.

BETH L. WELLMAN is research associate professor in child psychology at the Iowa Child Welfare Research Station which was established, at the State University of Iowa, for the scientific study of normal children. With Dr. George D. Stoddard she wrote a book on child psychology and she has contributed to *The Handbook of Child Psychology*. Dr. Wellman has also written a number of technical articles on the subject. Her particular interests at present are in the field of environmental influences as they affect intelligence.

In her article called "Education Can Change Intelligence" our readers benefit from some of her studies.

HUGH GRANT ROWELL, M.D., became interested in lighting as a result of his work as physician at Horace Mann School, Teachers College, New York, and in the guidance laboratory at Teachers College where the relation between illumination and living in



Ruth Steed

general was proved to be very important. Dr. Rowell is constantly working with lighting engineers in an attempt to correlate the two in an increasingly practical way. His article on "Turning the Light on Home Lighting" tells how it can be done.

It was because of her long and broad experience in homemaking that DORA S. LEWIS was asked to contribute "The Well-Managed Home," the second article in the Parent Education Study Course. Mrs. Lewis, who is

federal agent for home economics education for the Pacific region, U. S. Office of Education, was formerly state supervisor of home economics in Washington and Parent Education chairman for the Washington Congress of Parents and Teachers. In connection with this work she established an extensive state program for the training of lay leaders of parent education study groups. Before holding these positions, Mrs. Lewis taught home management and was Dean of Women at the University of Hawaii, in Honolulu, and at the State Normal School, in Cheney, Washington. Mrs. Lewis has a B.S. degree from Washington State College, an M.A. from Columbia University, and has had an additional year of graduate study on a fellowship from the National Council of Parent Education.

We've heard and read a lot about vitamins and their importance to good health. But new facts are still being learned about them and they are so important to the well-being of both children and adults that we feel it is necessary to discuss "The Vitamins Again." Particularly when the subject is taken up by E. V. MCCOLLUM, who has long been recognized as one of the leading authorities in the field of nutrition and who has made special studies of the vitamins. Dr. McCollum is professor of biochemistry at Johns Hopkins University.

BERTHA S. ORCHARD has had long experience as an interior decorator. Among the numerous suggestions which she makes in "Facts About Smart Window Wear" are some for every type of house.

Since 1932 RALPH P. BRIDGMAN, author of "The Meaning of Parent Education," has been director of the National Council of Parent Education.

Mr. Bridgman holds the degrees of A.B. from Harvard, B.D. from Union Theological Seminary, and M.A. from Teachers College, Columbia University. He is the author of several studies regarding parent education and family life.

If You Are Interested In . . .

The Preschool Child, see pages 6, 8, 16, 19.

The Grade School Child, see pages 6, 8, 16, 18, 28.

The High School Boy and Girl, see pages 6, 8, 16, 28.

Children of All Ages, see pages 10, 12, 17, 22, 24, 46.

P.T.A. Problems, see pages 5, 22, 37, 38, 42, 43, 44.

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The President's Message



A Victorious Life

WHEN I asked Jane Addams to become a member of our Advisory Council and expressed my appreciation of her willingness to do so, she replied with warmth, "I couldn't fail to do it; there is no more worthwhile organization in the country than this and I am glad to be allied with it."

In less than a year after her acceptance, she had been called to join the other immortal spirits and we weep for ourselves as well as with all the world in her loss.

Fifty years of active work for civilization, both at Hull House and through many organizations with the interest of humanity as their base, have left an imperishable glory around her name. She was the most modest of souls, feeling always a mild surprise at words of praise as they were so constantly voiced in her presence and out of it.

A man who knew her well told me the other day that when in a conference he said to her that he marveled at her sureness of decision as to her action on all great subjects, she replied, "On the contrary, I have never been sure that I was right; I have always had to act on faith after deep study and prayerful consideration." It was of great help to me to know that any one seeming so sure had to tread the same path that we weaker ones use.

In an analysis of Miss Addams, in the *Survey Graphic*, Dr. Graham Taylor says: "She tried to understand those who ignorantly or maliciously misinterpreted her; but rarely did she offer any self-defense. She was almost superhumanly without resentment. . . . This suggested to Miss Addams that neither civic changes nor social progress could be promoted unless the promoters had and gave a sense of identification with the people themselves. . . . 'It was that word 'with' from Jane Addams,' said a working woman, 'that took the bitterness out of my life. . . .'"

"Personifying the highest spiritual and social ideals while dwelling in simple, natural, neighborly human relations with fellow folk, the personality of Jane Addams has glowed ever brighter . . . until she passed beyond the sunset, leaving, as did Lincoln when he fell, 'a lovely place against the sky.'"

If Miss Addams felt that our organization was worth while and wanted to work with us, it could have been only because she recognized in our ideals a likeness to her own. It lifts us into a high realm when we pledge ourselves with her to a constant improvement of homes and the community.

President,
National Congress of Parents and Teachers.

ARE COUNTRY CHILDREN

THE answer to the title of this article must undoubtedly be, "It depends." It depends upon just how we are defining the word "different." If "different" is interpreted to mean radically unlike—and if we are asking, "Do country and city children fall into separate groups, can we draw a hard and fast line between them?"—in that case the answer to the question would be an unqualified "no."

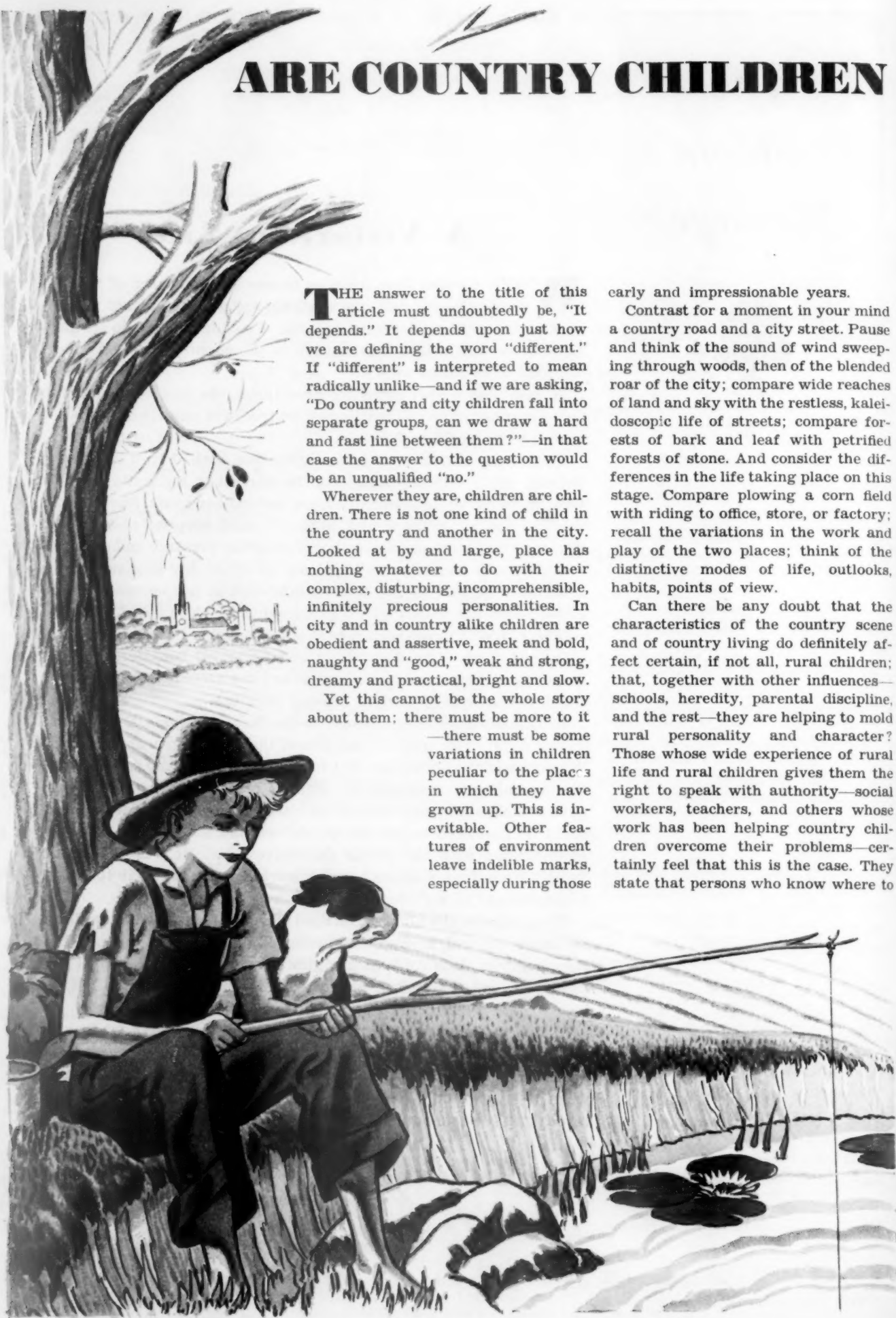
Wherever they are, children are children. There is not one kind of child in the country and another in the city. Looked at by and large, place has nothing whatever to do with their complex, disturbing, incomprehensible, infinitely precious personalities. In city and in country alike children are obedient and assertive, meek and bold, naughty and "good," weak and strong, dreamy and practical, bright and slow.

Yet this cannot be the whole story about them; there must be more to it—there must be some variations in children peculiar to the places in which they have grown up. This is inevitable. Other features of environment leave indelible marks, especially during those

early and impressionable years.

Contrast for a moment in your mind a country road and a city street. Pause and think of the sound of wind sweeping through woods, then of the blended roar of the city; compare wide reaches of land and sky with the restless, kaleidoscopic life of streets; compare forests of bark and leaf with petrified forests of stone. And consider the differences in the life taking place on this stage. Compare plowing a corn field with riding to office, store, or factory; recall the variations in the work and play of the two places; think of the distinctive modes of life, outlooks, habits, points of view.

Can there be any doubt that the characteristics of the country scene and of country living do definitely affect certain, if not all, rural children; that, together with other influences—schools, heredity, parental discipline, and the rest—they are helping to mold rural personality and character? Those whose wide experience of rural life and rural children gives them the right to speak with authority—social workers, teachers, and others whose work has been helping country children overcome their problems—certainly feel that this is the case. They state that persons who know where to



DIFFERENT FROM THEIR CITY COUSINS?

by Agnes E. Benedict

Illustrations by F. A. MUTZ

look can see the rural environment stamped quite clearly on young personalities as sun and wind are stamped on young faces. In the course of their work they are continually having to meet these factors, to deal with them, to help children surmount them.

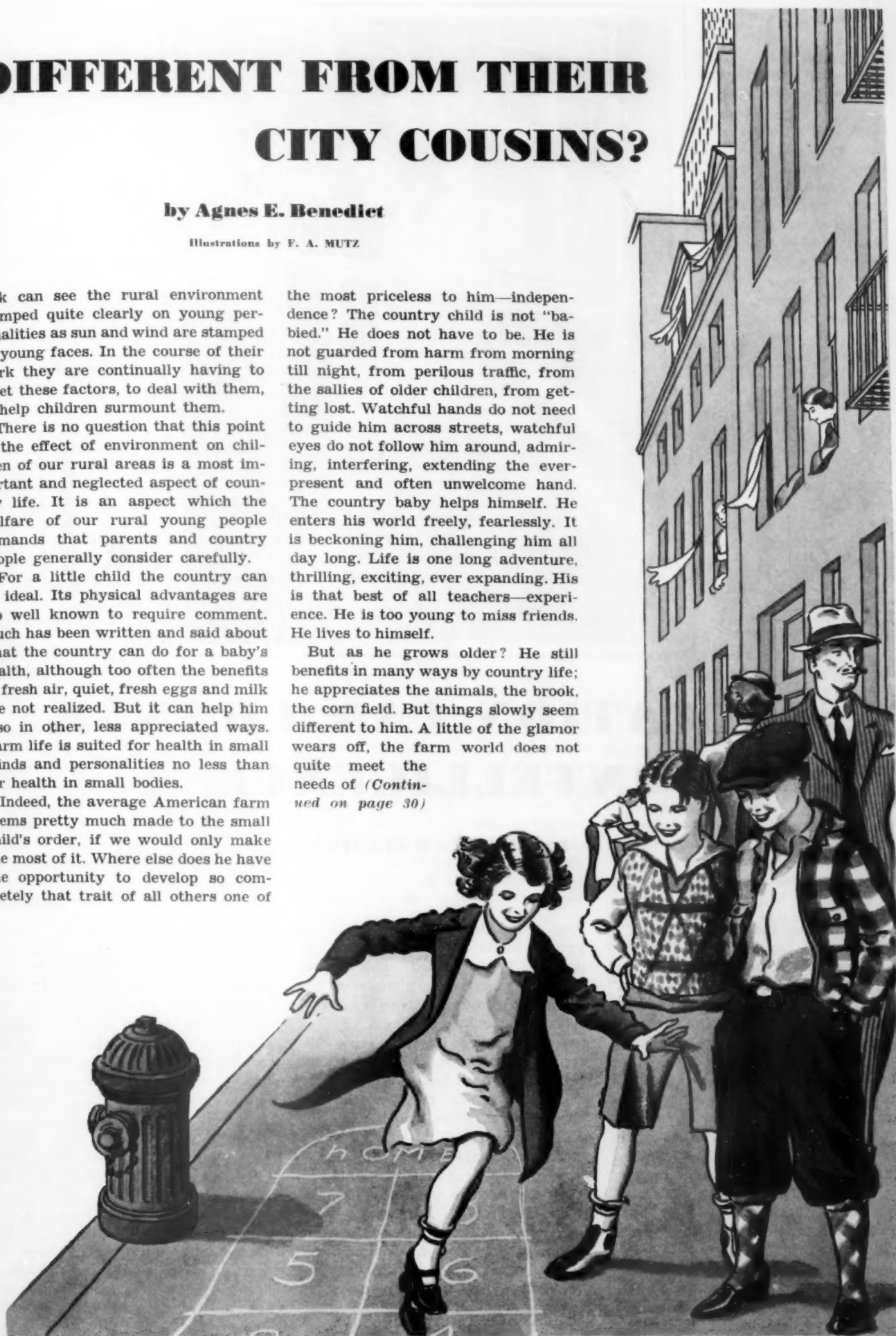
There is no question that this point of the effect of environment on children of our rural areas is a most important and neglected aspect of country life. It is an aspect which the welfare of our rural young people demands that parents and country people generally consider carefully.

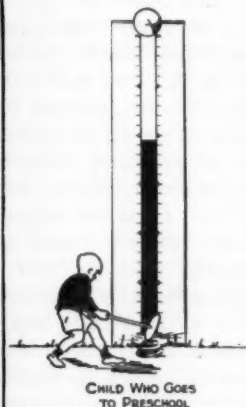
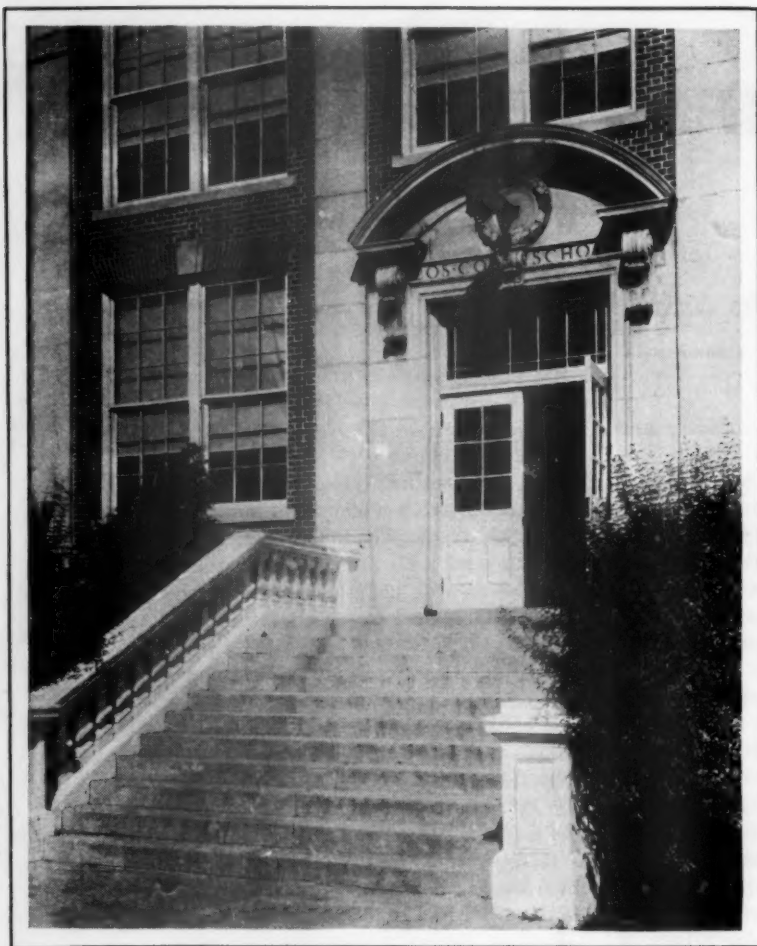
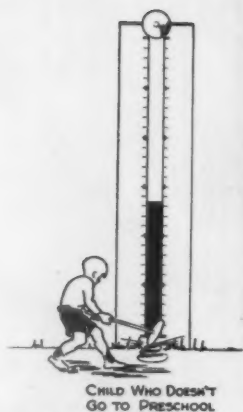
For a little child the country can be ideal. Its physical advantages are too well known to require comment. Much has been written and said about what the country can do for a baby's health, although too often the benefits of fresh air, quiet, fresh eggs and milk are not realized. But it can help him also in other, less appreciated ways. Farm life is suited for health in small minds and personalities no less than for health in small bodies.

Indeed, the average American farm seems pretty much made to the small child's order, if we would only make the most of it. Where else does he have the opportunity to develop so completely that trait of all others one of

the most priceless to him—independence? The country child is not "babied." He does not have to be. He is not guarded from harm from morning till night, from perilous traffic, from the sallies of older children, from getting lost. Watchful hands do not need to guide him across streets, watchful eyes do not follow him around, admiring, interfering, extending the ever-present and often unwelcome hand. The country baby helps himself. He enters his world freely, fearlessly. It is beckoning him, challenging him all day long. Life is one long adventure, thrilling, exciting, ever expanding. His is that best of all teachers—experience. He is too young to miss friends. He lives to himself.

But as he grows older? He still benefits in many ways by country life; he appreciates the animals, the brook, the corn field. But things slowly seem different to him. A little of the glamor wears off, the farm world does not quite meet the needs of (*Continued on page 30*)





EDUCATION CAN CHANGE INTELLIGENCE

by BETH L. WELLMAN

"GIVE me the child at birth," a noted psychologist is reputed to have said some years ago, "and I'll make him into anything you wish." So far as I know, he never tried it. He never has demonstrated that he could actually make good his claims. To parents, who were aware of the vicissitudes of bringing the child through infancy and early childhood and who realized the complexities of attempting to fit a child to a pattern, the whole idea seemed fantastic. They insisted on evidence before they would believe.

At about the time the statement was made there had recently been perfected means of measuring the intelligence of children. Everywhere examiners were busy obtaining intelligence quotients. A new era of adjusting the education of the child to his abilities was being ushered in. Chil-

dren were classified into brightness groups: idiots, imbeciles, morons, borderline feeble-minded, dull-normal, average, superior, very superior, and "genius" (meaning extremely bright). When re-examined the next year, or two or three years later, the same children fell into the same classifications. Those who had been average were still average, the superior children were again superior, and the inferior children were still inferior. As the psychologist expressed it, the intelligence quotient remained constant.

The intelligence quotient (IQ) expressed the child's intelligence with reference to other children of his own age. It showed how he ranked with other children of his age throughout the United States. Thus, although Johnny actually increased in mental ability from six to eight years, his

intelligence quotient didn't change, for in each case he was being compared with other children of his age. He had to increase in mental ability (mental age) in order to hold his place, since others were advancing. When the psychologist spoke of the constancy of the IQ, he meant that Johnny and all the other children advanced just the amount that made them keep their relative places.

It was quite natural that out of these findings of consistency from year to year there should have developed the idea that intelligence is inherited and unmodifiable. There were just as great differences between children under school age as between those of school age. Children who were superior generally had parents who were superior, and inferior children usually had inferior parents.

Everything pointed to the fixity and unchangeableness of intelligence.

It seemed, then, that our psychologist was all wrong in his claims and that his statement should have been reworded something like this: "Give me the child at birth and I can tell you how intelligent he will be the rest of his life."

Neither statement is entirely correct or entirely wrong. It all depends. Modern nursery schools have demonstrated that a child's intelligence can be changed remarkably by the right kind of education. Over 600 children who have attended the preschools at the Iowa Child Welfare Research Station have increased their intelligence quotients in large amounts. Many of these children have been studied for several years. Some who were in our first preschool group in 1921 are now seniors in high school. Their mental progress has been closely watched during this time, with the result that intellectual progress has been found to vary according to the schools in which the children are enrolled.

It may seem startling that during two years' experience in a nursery school a child's intelligence may be permanently altered, but that is exactly what has happened. After attending preschool he enters elementary school equipped with a higher IQ than he would have had without the preschool experience, and he maintains this superiority throughout his school years. To some children this early education means the difference between ability to profit by a college education or not.

The proof that it is really the preschool experience that is responsible for the increase in intelligence lies in several lines. The gain in intelligence comes over the winter months when the children are in preschool. Over the summer months when not in preschool they do not gain. During the second preschool year there is an additional gain. Children of the same ages who do not attend preschool do not show gains over either the winter or the summer months. The IQ of children not in preschool remains constant; the IQ of those attending preschool does not remain constant but increases.

Even more amazing is the finding that with more days' presence during

a preschool year there is greater gain. In other words, the less the child is absent the better are his prospects for increasing his intelligence.

Not all children profit in the same amount from preschool attendance. That depends upon their intellectual level at entrance. Those who are just average or slightly below gain the most; the superior ones gain considerably; the very superior, some; and the "genius" children do not gain. Average children gain enough during two years so that at school entrance they are well up in the superior group; in fact, so far up that a little more gain in IQ would put them into the very superior classification.

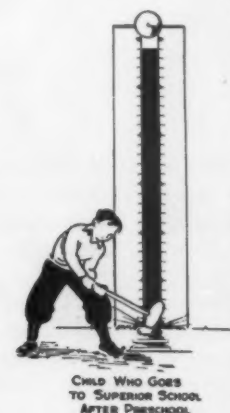
If these children continue in our University elementary school, as many of them do, they keep on gaining. A five-year period in preschools and University elementary school resulted in a twenty-eight point gain in IQ for children who were slightly below average when they entered preschool. At the end of the five years they were superior in intelligence. Those who had been average at preschool entrance gained twenty-two points in IQ and at the end of the five years were very superior. Superior children gained twelve points and were also very superior, but were higher than those who had been average. The very superior group gained five points, and the "genius" group did not gain. In spite of these large differences in gains, no group quite caught up with another one that had been higher at entrance.

These children come from excellent homes. They are not underprivileged, but represent the top levels so far as occupations of fathers are concerned. They have been brought up in a college town and have had a comfortable life, although their parents are not wealthy. Seventy-one per cent of the fathers are engaged in professional occupations.

The preschools were simply supplying mental stimulation greater than that of even excellent homes. But the preschools did not set out to stimulate intelligence. They aimed to provide the child with materials and experiences suited to his level of development and with trained and sympathetic guidance, which included a large element of noninterference with his activities. The mental stimulation was a by-product. It was not overstimulation. The teachers were more concerned with desirable personality and social development of the child than with seeing that certain information was obtained or certain skills learned. The large increases in intelligence came somewhat as a surprise to every one concerned.

The gains made, even as great as they are, are maintained at least through the high school years, which is as far as our children have progressed. Last year 30,000 high school students in Iowa were given the same group intelligence test, new to every one. All of the results we have discussed so far have been from individual test situations, in which the child and trained examiner were alone. This group test was prepared

outside of Iowa and administered as part of a statewide testing program. Our former preschool children received scores on this test in every way confirming the gains they had made on the individual tests. Those who had reached the "genius" classification received



CHILD WHO GOES TO SUPERIOR SCHOOL AFTER PRESCHOOL

scores obtained only by the upper 1 per cent of high school children. Those who were very superior on our last individual test were in the upper 7 per cent, and so forth.

Take the case of Sally. She entered preschool at three years of age. Her father was a college professor, her mother a college graduate. She was barely average in intelligence at entrance. At elementary school entrance she was superior. During the years from second grade through the eighth, she hovered consistently just under the "genius" level. On the group test at the age of fifteen, she scored in the top 1 per cent of high school pupils of her age. She received honors in a statewide academic achievement contest in which every high school pupil in Iowa was tested. Her performance lately resembles in every respect that of Mary, who at five years, when she entered the junior primary of the University schools, was classified as "genius" and has consistently remained in that classification. These are not freak cases. They are representative.

WHY were such gains not detected long ago? Why has the belief been so general that the IQ remains constant? The answer is partially that the children we have studied have had somewhat unusual educational advantages and partially that long-time studies on the same children are rare. Only such long-time studies can uncover the cumulative effects of educational advantages. What happened to the former (Continued on page 28)

TURNING THE LIGHT ON HOME LIGHTING

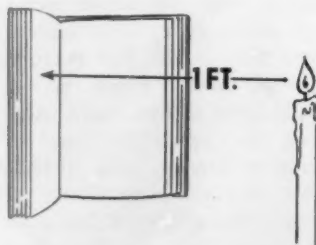
by Hugh Grant Rowell, M. D.

DIOGENES, as you recall, pursued the unique career of hunting for an honest man—with a one-candle-power lantern. But the old fellow never found one.

Such failure, I suspect, would be attributed by a modern illuminating engineer not to a dearth of honest men but to an otherwise sagacious man failing to provide sufficient light for his work or his avocation. The engineer might, in a thoroughly candid moment, add that Diogenes was no different from the average modern in the last respect.

For the lighting of a high percentage of homes, scientifically speaking, is a joke. Or rather, it would be a joke if we could so view the matter. Unfortunately, the important relation between good light and good health, good eyes, good growth and development, and human happiness is still sacrificed to false economy and unintelligent planning.

Yet poor lighting in a home is not surprising. We're only a few years away from really harnessing electrici-



ty or some of its better substitutes. The internally frosted bulb has just replaced the clear bulb of the brilliant filaments, painful to look upon.

It's less than five years since we have harnessed a photoelectric cell to a dial and have had an instrument, the light meter, usually available through the home-service divisions of the electric light companies—an instrument so easily used and read that a third grade child can understand and inter-

pret it. It's only recently that we have come to the conclusion that light in the home is something more than a decoration suggestive principally of our forefathers' candles. Going further, it's only recently that illuminating engineers, officially, have set up the specifications for a reading light which they believe meets our needs properly.

It's not many years since we have had a definite code for home lighting, showing how much illumination is required for safety, as on stairways, or for ordinary reading, or for fine sewing. According to this code, light is measured by "footcandles," a footcandle being the intensity of illumination produced by a candle at a distance of one foot. The following table indicates the amounts of light generally recommended by authorities on the subject for various tasks:

100 Footcandles or More

For very severe and prolonged tasks such as:

fine needlework
fine engraving
fine pen-work
fine assembly
sewing on dark goods

For discrimination of fine details of low contrast, as in:

lace-making
weaving
darning
inspection work

50 to 100 Footcandles

For severe and prolonged tasks, such as:

drafting
difficult reading
watch repairing
fine machine work
average sewing and other needlework

20 to 50 Footcandles

For moderately critical and prolonged tasks, such as:

proof reading
clerical work
ordinary reading
common bench work
average sewing
other needlework on light goods

10 to 20 Footcandles

For moderate and prolonged tasks of office and factory and, when not prolonged, ordinary reading and sewing on light goods.

5 to 10 Footcandles

For visually controlled work in which seeing is important, but more or less interrupted or casual, and does not involve discrimination of fine details or low contrasts.

Such standards are based on (1) light on the work and (2) the footcandle, the practical unit for illumination.

Interpreting "light on the work" is easy. The work is what you want to see. If it is the tread of a stair, you need two to five footcandles right on that tread to aid your eye in its task of placing your foot in a safe position. If reading or sewing is the work, you want somewhere between ten and fifty footcandles, right on the page or the embroidery, depending on the fineness and legibility of the print or the fineness and comparative visibility of your needlework.

What is available in the light itself, in terms of a so-many-watt bulb, is unimportant except in its *effect right on the work*. A hundred-watt bulb, therefore, cannot be considered, of itself, to meet each and every lighting need.

BUT this is not all. A new factor is now receiving important recognition—different eyes require different amounts of light for the same work. For example, defective eyes are helped more in proportion to better lighting than normal eyes. Eye specialists have a new method of prescribing both proper glasses and proper amount of light for different kinds of work. See that you get this service. It applies to all eyes—good, bad, or indifferent. It means personalized lighting. To carry out such individualized lighting in the home, new devices are being developed to show exactly how far from a light of given strength you must be to get your personal footcandle requirements.

These personal variations may not be so wide in range as to invalidate any set of lighting standards. Rather, we should consider them, in any household, as a reason for providing each member considerable individuality in lighting preferences, an added protection to the eye. Our new knowledge

This new instrument, the sight meter, does two things—measures the light you have on your work, and indicates the amount which you should have for eye protection



should force us to protect our eyes. The absurd postures often assumed in adapting ourselves to bad lighting are familiar. We forget that the eye must be master. The light is still servant and should be adapted to the needs of each of us.

Absurd postures! Many doctors now feel that if proper eye work positions were used by adults and children, many of the unanswered questions about bad body mechanics would be solved. The eye, it may well be, sacrifices every other part of the body to its own comfort. Part of the answer to these absurd postures lies in properly placed work. But properly placed work definitely involves proper lighting.

The modern school, such as the Horace Mann School of Teachers College, is re-equipping itself as fast as funds permit, with seatings which are definitely planned for eyesight conservation. And every attempt is made to have such methods carry over into the home.

Basically, when eye work, particularly reading, is done, the page should not be flat on a table top but at an angle of between forty-five and seventy degrees with the floor. The angle

is one of individual choice. And it can be obtained by special seatings, by simple study stands, or even by a pile of books. Secondly, the work must be a comfortable distance from the eye, again an individual thing, somewhere, perhaps, within the range of twelve to eighteen inches. Thirdly, if you bring the page up high enough, you find yourself—if you follow these three suggestions—sitting nicely and comfortably erect and thoroughly enjoying your reading. To say nothing of sitting in a position highly favorable to the proper working of the various and sundry organs within the body which were never intended for functioning within human hoops or individuals who hang onto chairs by the backs of their necks—circus performers rather than individuals trying to enjoy a book. When children are forced through improper facilities for studying to twist their bodies out of shape, it is no wonder study hours are cordially hated.

The angle, height, and distance being satisfactory, much of the illumination situation is well in hand. A clever specialist who spends his entire time teaching children in schools how to use light properly, sets three stand-

ards for light—quantity, quality, and direction. He even composed a song about it which children sing lustily and with apparent enjoyment.

Quantity we have considered already. On the work! And it seems to be accepted that in an average situation you can have as much as a hundred footcandles on the work without discomfort. If the eyes protest, the fault lies with negative factors such as glare and too much contrast between the lighted area and the surroundings which are insufficiently illuminated. Tendencies have been, in general, to urge increased lighting on the work. And while we must face frankly the fact that using increased light (up to the proper amount, of course) has a definite and admitted sales angle, it must be confessed, also, that practically all of us, today, are trying to make our eyes work under inadequate illumination. The physiological and psycho-physiological relations of the eye and light, named as the "Science of Seeing," have been pretty thoroughly investigated.

Quality of lighting is equally important. We prefer soft light to harsh light. And so have come systems for throwing (Continued on page 34)

THE WELL-MANAGED HOME

by Dora S. Lewis

THE well-managed home! What a wealth of meaning lies back of those words, and what a long road of study and experience must be traveled to reach the goal! Yet how worth while the achievement and how largely attainable by families who are willing to put their best efforts into finding satisfactory solutions within their means for the everyday problems that arise in their homes and in community life. With commercial interests doing their utmost to influence the use of time and money, with changing social standards and threats to economic security, it is increasingly difficult for individuals and families to keep a sense of direction that assures progress toward goals that have stood enough of the tests of time and experience to make them seem desirable and worthy of the best efforts that can be brought to bear on reaching them.

Goals for the home are variously stated, but it is universally accepted that basic among them is provision for the best possible physical, mental, social, and emotional development of each member of the family. An understanding of the needs and desires of the family in all aspects of living is, then, essential as a basis for effective management of a home. No matter what the degree of success seems to be, revaluations from time to time in terms of what the family most needs and wants is of importance. For the final measure of success in homemaking should be the relation between the use of available resources and the degree of progress that the family is making toward fundamental goals.

The theme of this second article of the parent education study course on "The Progressive Home" is: "A well-managed home runs smoothly because of division of work and responsibility, simple and beautiful equipment adapted to needs." The focus of attention is

to be on the house as a setting for the attainment of family goals and the management of the work of the home in ways that further the development of the individual members of the family.

A homemaker, particularly one with young children, must be a good manager if the end of any day is to bring a degree of accomplishment in providing the daily physical needs of her family for adequate food, orderly and attractive surroundings, and clothing that satisfies, with a margin of time, energy, and money left for the enjoyment of leisure and homemaking in its broadest interpretations. It is not necessary to enumerate housekeeping responsibilities for those who are engaged in them daily, except that to see them in the aggregate is convincing evidence of the need for the most intelligent attention to the wise use of time and energy and to the careful consideration of what tasks are of first importance in a given home. Each process in buying, preparing, and serving foods satisfactory to the family, both nutritionally and esthetically; in the care of the house so that the right degree of cleanliness and order prevails, neither neatness to the extreme of hampering satisfying living nor confusion to the point of disorder; in the care of clothing to satisfy individual likes and needs—all involve many important decisions in relation to the use of time, energy, and money, as well as many skills and expert personnel management.

The Lynds report that in Middletown, homemakers could be put into three groups: a small group for whom housework is a minor consideration; a larger group who, by careful management, could fit everything into the morning and an afternoon hour or two and contrive to keep evenings and afternoons relatively free for children, social life, and civic activities; and a



A good homemaker must be a good manager as well

third group—also a large one—"for whom each day is a nip and tuck race to accomplish absolute essentials between morning and bedtime, with occasional afternoons or evenings free only by planning in advance." Recent studies show that rural homemakers with young children are spending as much as 74 hours a week in work, with the average working time for rural women running from 56 to 61 hours and for city women from 47.3 to 49.3 hours.

There is no easy way of shortening hours of work, but progress can be made by finding the sources of waste in time and effort. An exchange of experiences on organization of work and short cuts in housekeeping has value in any group of homemakers who are interested in making their working day one of reasonable length. In addition, good practices have been evolved for many of the most common household tasks by people working experimentally in home economics research laboratories. While the methods they recommend may require adaptation in individual homes because of varying conditions, they are well worth study and trial.

An essential to gaining efficiency in housekeeping is an interest in improvement that leads to study and a ques-



The home should provide each child privacy for working

tioning attitude. Tasks that have to be done daily, particularly the most disliked, the most time-consuming, or the most tiring, should be analyzed until the easiest and best methods for the conditions that exist in a given home have been found and put into practice. Questions like these need to be asked often: Is this an essential task in terms of family welfare or could it be eliminated entirely? Am I spending too much time on it? What short cuts might I find, or where do I need to increase my skill? Is this a task some other member of the family could well do? Would it be economy for me to call on an outside source for this work—the laundryman, the baker, the cleaner, perhaps the paid household worker? Do my present methods of work give me enough time for sleep and rest, for recreation, for personal care, and for interests outside my home? Are other members of my family sharing sufficiently in homemaking responsibilities? What are the factors that cause worry, friction, and fatigue? Can they be diminished and, if so, how? Can I work out a schedule which will "let me run my household rather than allow it to run me?"

So many individual factors enter into the schedule for the work of the home that each family must plan its

own. Leadership in planning falls on the chief homemaker, the mother in the family, much of whose success, however, depends upon her ability to get interested participation by her family. Children who have a part in deciding what their work schedules are to be will approach their tasks with less resistance than those who are directed by dictation. Part of the reward for prompt and efficient dispatching of work is free time to pursue individual interests. Some form of family council is essential for democracy in family life. The following quotation from Anne E. Richardson's writing may help to establish the conviction needed for more definite effort to bring about greater family unity:

The type of home which today can succeed in maintaining its ideals must represent a democratic organization of its members. One in which each has a share in the determination of policies, a responsibility for carrying them out, and rights and privileges to be respected as well as duties to perform.

In making the housekeeping schedule, consideration should be given to the order of work that would best suit the convenience and desires of the family, to the keeping of a balance between heavy work and light, to equalize the responsibility of different members of the family, to provide rest periods, and to allow sufficient time for each task. Otherwise the schedule may become a pressure device rather than a means of freeing the workers from undue concern and guiding them in accomplishing more work in less time.

Women who are in earnest about gaining efficiency in dispatching their work make written plans until the most workable one is adopted and becomes habitual. Written daily and weekly schedules posted on a family

bulletin board for the children are found helpful in developing in them a sense of individual responsibility. Schedules must always be tempered with common sense, which means they will be kept flexible enough to permit such interruptions as the unexpected trip, a picnic, or joy in the visit of a friend, all of which add interest to living. Schedules cannot serve their purpose, however, unless they are used to a degree as disciplinary measures to prevent haphazard indulgence in whims—such as reading the interesting book from cover to cover, pursuing too many sales, or being at the beck and call of the many organizations that want service.

ARRANGING FOR EFFICIENCY

WELL-selected and conveniently arranged equipment, and working surfaces that are easily cared for and of the right height, are other important factors in saving time and labor. While kitchen efficiency has been stressed more than any one factor in relation to easier housekeeping, there are still too many who, because they cannot achieve the ideal, fail to make those changes which are within their means.

As nearly as possible, the kitchen should have separate equipment and storage space for each of the major processes carried out there, preparation of food for cooking, the cooking itself, serving, and cleaning up, including dishwashing. These work centers should be arranged compactly in step-saving sequence. For most efficient handling, equipment and supplies that are used together should be grouped together. For example, in the convenient kitchen all the materials used in baking would be in one cupboard above the table space provided for mixing; the utensils to be used, on shelves or hooks below it; the stove

just to the left, or directly across if the kitchen is not wide; and the refrigerator just to the right.

The best test for good arrangement of equipment and supplies is time and motion studies of everyday tasks. Homemakers who have experimented and tried out different methods of work, using a pedometer to record steps, have found it possible to cut their travel in the course of a day as much as 50 per cent; in one instance from eight miles to four. In another instance, a homemaker estimated that she had saved enough time by perfecting the dishwashing job in her home to net the equivalent of five days of vacation a year.

In the placement of equipment for other work—laundry, cleaning, sewing, or the baby's bath—the same principle of grouping for convenient use should be followed. Every house presents a different problem. Good home management requires experimentation to find the best methods for the best conditions that can be achieved. And with all the emphasis on efficiency, attractiveness need not be overlooked.

HAPPY FAMILY RELATIONSHIPS

USUALLY a balance between responsibilities and privileges in home life makes for happier acceptance of responsibilities. Among the privileges that may reasonably be expected, one of the most important is provision for privacy, which means opportunities for members of the family to be alone for rest, for thought, for reading, or for the pursuit of a hobby. Homes should be—at times, anyway—a refuge from the hurrying life outside—quiet and restful, characterized by an atmosphere of serenity and of comfort. We expect them also to provide an environment where the members of the family may enjoy one another's companionship and satisfy their needs for affection.

Privileges are enjoyed more if they are achieved through cooperative effort. Parents who see home tasks as activities through which children may develop skills; gain confidence in their own abilities; learn to cooperate, to assume responsibility, and to gain a sense of importance as members of the family group, rather than as discipline or merely a means for getting work done, are giving their children more opportunity to grow up with well-rounded personalities than those who assume all responsibility for housekeeping to free their children for school and for community and personal affairs. Time spent in teaching children to assist with the work of the home, giving them opportunities to progress from simple tasks to those

requiring managerial ability, encouraging improved methods and wholesome attitudes toward work by suggestion, example, and appreciation of work well done, rather than by adverse criticism, pays well in terms of child development. When a child is given full responsibility for an essential homemaking task and knows that his efforts are appreciated by the family, the task will usually be done well and with personal satisfaction. In her book, *The Homemaker and Her Job*, Lillian Gilbreth wrote: "To share the problems and the joys of homemaking with every member of the family—to let them be a part not only of the results but of the process—to make it interesting—that's our job." And therein lies the artistry in home management.

BEAUTY IN THE HOME

THE second phase of this month's theme is, "A well-managed house runs smoothly because of simple and beautiful equipment adapted to needs." This recognizes the truisms, "A thing of beauty is a joy forever," and "The beautiful is as useful as the useful." There is joy inherent in the discovery of how art principles apply to the



Work centers should be arranged in step-saving sequence

choice of color for walls, woodwork, floors, and furnishings, when reconditioning is possible; to the arrangement of furniture; to the selection and arrangement of flowers; to table setting; in fact, to all phases of arrangement of every part of the house and garden.

Much pleasure may be derived from working to achieve beauty in surroundings, in personal appearance, and, above all, in relationships. Since we have been considering standards for household tasks, perhaps we should inject here the well-known line, "The beauty of the house is order." There are distinct values in the establishment of routines, particularly where there are children in the family. Regularity in time for meals, bedtime,

getting-up time, playtime, and work gives rhythm to living that is wholesome and has in it definite health values both mental and physical. Family sharing in planning and carrying out plans for home improvement in terms of better routines, beauty, comfort, or convenience, may become a major source of pride and pleasure, particularly where there are children of adolescent age.

Simple, inexpensively equipped homes may be both comfortable and attractive. No matter how little the home affords, decisions about arrangement of furnishings may be based on a study of the needs and interests of the family. Living rooms should provide, for instance, as satisfactorily as possible for the shared activities of the family and the friends they enjoy, as well as for enjoyment of the individual's own activities. The well-managed home will provide a well-lighted reading center in the living room with comfortable chairs near the bookshelves or beside a table for magazines, newspaper, or books; desk or table for writing; a radio with a chair close to it for the person who enjoys operating it. Chairs will be grouped to make conversation easy; a serving table on which to place the tray of cold drinks or the "tea party" conjured up to add a pleasant surprise on family nights at home or to enhance the hospitality extended to guests will have a place. Even the young children will be considered in living room arrangements through meeting their needs for chairs and table suited to their size and perhaps a section of the bookcase for the boys or books that encourage activity acceptable to the family during leisure hours spent in the living room, though of course it is advisable for children to have their own place for play, as well.

Bedrooms should provide adequately for privacy and rest. For children of school age they may be study rooms as well, if they are adequately heated, well lighted, and provided with a study table and shelves for books. Many small homes have dispensed with dining rooms but meals can be served simply and still be attractive in appointments and orderly in service. Dining rooms in small homes may be used as study rooms, playrooms, or even sewing rooms between meal hours if that plan is conducive to good relationships and the personal development of family members so much desired. Furniture and furnishings in all rooms should pass the test of suitability, utility, and beauty as well as of durability.

It would be well if homemakers more frequently looked over family

possessions with critical eyes, particularly the kitchen equipment and the small decorative articles that have a way of accumulating, and mustered the courage to discard or put away those that have outworn their usefulness and to find workable plans for securing the most needed replacements and additions. Time spent in studying the house itself in its relation to housekeeping will often reveal opportunities to eliminate sources of friction and to provide for improvements at little or no cost.

STORAGE FACILITIES

EXCEPT in homes that have been very recently built, storage facilities are so inadequate that orderly arrangement is difficult to achieve. Additions or improvements can often be made with a fair degree of ease. For instance, the coat closet near the entrance can be supplied with low hooks for each child's outer clothing and with individual boxes or shelves for their rubbers, and perchance their gloves and caps. Persistent attention to their exclusive use should eliminate many of the irritations and interruptions that are occasioned by wraps thrown on chairs or on the floor and the hurried searches for lost clothing when the hour arrives for going to school or out of doors to play. Each bedroom should have at least one clothes closet and a chest of drawers with definite arrangement for division of space if they are shared. Many arrangements for careful storing of clothing are easy to achieve, such as rods instead of hooks, hangers for garments, racks or wall pockets for shoes, dress bags, laundry bags, partitioned shelves and drawers, and hat standards for hats—all of which make for order and better care of clothing. A linen closet near the bedrooms and bath with planned arrangement of its shelves, a medicine cabinet separate from the cabinet in the bathroom for toilet supplies, a cleaning closet on each floor, bookshelves, shelves for magazines, a desk, and closets in basement or attic for seldom used articles like luggage are all desirable and attainable for resourceful families that are alert to opportunities and needs.

In evaluating storage facilities it is well to keep in mind such simple principles as the following: (1) Articles should be stored near the place where they will be used most often with the storage space adapted to the size of the article to be stored. (2) The necessity for stooping and high reaching should be avoided. (3) Articles should be so arranged that each can be removed or replaced without handling others. (This last need is perhaps least often met.) (4) Shelves,

An Outline for Use in Discussing This Article Will Be Found on Page 37

drawers, and closets should be built with careful thought for their actual use, a thing that is rarely done. Few people seem to realize that these features could be changed fairly easily, and kept in order. It is not an impossible task to rebuild shelves to make them just deep enough for a single row of the articles to be shelved and drawers shallow enough to allow for segregated assortments of underwear, in the interest of order and unruffled tempers.

SUCCESS IN HOME MANAGEMENT

IN evaluating the relative importance of the many ways of contributing to happiness in family life, the following excerpts from *Managing the Home*, by Wood, Lindquist, and Studley, are helpful:

The final test of success in the management of the home is measured by the type of person that the home produces. Time, energy, money, materials, and abilities are merely tools with which a suitable environment can be created for the members of the household. . . . Unless management goes beyond the organization and direction of household processes, important as they are, and becomes linked with the happiness and welfare of men and women, any attention to improvement in technic is of little moment. . . .

Fulness of life for each individual is, in the last analysis, the reason for bringing intelligent attention to the relationships and activities of family life.

With that as a philosophy for homemaking, perfect standards for workmanship on a garment, for ironing, or for spotlessly clean rooms, desirable as they may be in themselves, will be abandoned without reluctance at times in favor of a needed rest, or companionship with husband and children.

An outstanding need in most homes is for greater recognition of the importance of the management phase of homemaking. Business concerns employ full-time managers who are specialists in their field. Homemakers must serve in the dual rôle of managers and workers and unless they guard against it, time for managerial responsibilities is crowded out by the more immediate demands of the day. When decisions are made, even the minor ones in relation to daily marketing, use of time, or selection of

standards for specific tasks, without previous weighing of values in terms of goals that are most worth working for in personal and home living, progress toward basic goals will be retarded.

Homemakers who are a bit overwhelmed by the scope of their service may find encouragement in the line, "The great thing in this world is not so much where we stand as in which direction we are moving." They need, too, the conviction that in the measure with which they sincerely work to develop their finest abilities and to apply them in planning for and meeting the day-to-day opportunities and responsibilities in homes, in that measure will their effectiveness and their satisfactions in achieving well-managed homes increase.

Certainly, no thoughtful person will deny that homemaking requires leadership of the highest order, executive ability in dealing with people and materials, and recognition of the need for constant study to keep abreast of the times and to understand their implications for personal and family living.

SUGGESTED READING

Brainard, Paul P. "Does Your Child Work Happily?" *Parent Education Third Yearbook*. Washington: National Congress of Parents and Teachers. \$1.

Convenient Kitchens. Washington: U. S. Department of Agriculture Bulletin No. 1513. Superintendent of Documents. 5 cents.

Gilbreth, Lillian. *Living with Our Children*. New York: W. W. Norton. \$2.50.

Gilbreth, Lillian. *The Homemaker and Her Job*. New York: D. Appleton-Century. \$1.75.

Goldstein, H. and V. *Art in Everyday Life*. New York: Macmillan. \$3.

Reports on Household Management and Kitchens and on *Homemaking and Home Furnishing*. New York: President's Conference on Home Building and Home Ownership. \$1.15 each.

White House Conference on Child Health and Protection. *The Home and the Child*. New York: D. Appleton-Century. \$2.

Wood, Lindquist, Studley. *Managing the Home*. Boston: Houghton-Mifflin. \$1.85.

NATIONAL PARENT-TEACHER MAGAZINE:

Blake, Dorothy. "Pleasure Before Business." December, 1934.

Hastings, M. Louise C. "Exit Drudgery from the Kitchen." November, 1934.

Roach, Madeline. "The Modern House Reduces the Housework." August, 1935.

SO OFTEN what grown-ups consider lack of respect is just the current mode," wrote a New York mother in answer to the problem: *Mr. and Mrs. Huber are disturbed because their children do not respect them as they did their parents. When told to do something Keith is apt to say, 'Oh, yeah!' Instead of obeying at once, Ray asks, 'Why?'*"

She continued: "As I look back upon my childhood I remember a time—I was old enough to know better—when I adopted the habit of calling my father Billie. (Nobody else I knew called his father by a first name or a nickname, although many children have adopted that habit since.) Both he and I knew it did not connote lack of respect. In fact, he got quite a kick out of it and one day I heard him say, 'Can you imagine me calling my father by his first name?' I adored my father and calling him Billie was a combination of childish humor and affection. It seemed to make him more my pal."

A group of sixty mothers and home demonstration agents, attending a statewide conference at the Utah State Agricultural College, agreed in general with the New York mother. They recognized the fact that now and then such terms as "Oh, yeah" and "You're telling me" seem to express just what one feels. They thought the question worth considering, however, in view of the fact that children who rely too much upon such expressions are not getting practice in expressing themselves adequately and correctly, and that the constant use of them is apt to be irritating to other people.

One mother said: "We are so likely to think about what children do that get on our nerves but we seldom consider their side of the question. One day I said to my daughter, 'I get tired of hearing you say that,' and she came back with, 'Well, I get tired of hearing you say "hurry" so much.'"

"Your problem and a story in the magazine last year called 'Lip Service—or Loving Respect?' reminded me of a little girl of thirteen in our neighborhood," wrote a Missouri mother. "She adopted the current Joe Penner habit (then current, at all events) of replying, 'Is zat zo?' One night her father had stood all he could and he



IN OUR NEIGHBORHOOD

An Exchange of Experiences
Conducted by ALICE SOWERS

delivered a little lecture to the effect that it was rude and besides he was sick and tired of it. He ended with, 'And you're not to say it again. Do you understand?' 'Yes,' she said, 'I understand, but you know what I'm thinking.'"

While the words may indicate a lack of respect, children may be trying to be funny, as the twinkle in their eyes reveals. Many times, also, the words are used from habit and unthinkingly. There are times, of course, when "Oh, yeah" expresses rather derisively the

WILLIS NEVER BELIEVED IN SANTA CLAUS

Willis, aged fifteen, has never believed in Santa Claus because his parents did not believe they should tell him something which was not true. He says he feels cheated out of fun other children had and he wants Cecilia, his baby sister, to believe in Santa. Won't you help Willis' parents decide what to do?

Won't you discuss this at home, in your neighborhood, in your study group, in your parent-teacher association and write us of similar cases which you have observed. What were the causes for his feeling? What solution proved successful? Send your letters to Alice Sowers, 1201 Sixteenth Street, N. W., Washington, D. C., before October 10. They will be printed in the December issue.

speaker's opinion—but is that unique in this generation? One Utah mother gave this illustration to prove otherwise. She said: "I was disturbed because my small son seemed disrespectful to his grandmother until one day when I heard her say to him, 'Stuff and nonsense,' and I realized that it meant about the same as his 'Oh, yeah.'"

Although the Utah group did not treat the use of this particular expression too seriously, they did feel that there might be some cases worth consideration. "I believe boys say such things when they are embarrassed, perhaps after they have been punished," was offered. "They do it to hide their real emotions; it is a way of establishing their feelings of independence." Further illustrations of this possible cause were given.

"Perhaps a boy is being teased or scolded; he is very uncomfortable and even unhappy but he does not want the grown-up to know it. He shrugs his shoulders or he says, 'Oh, yeah,' to prove to himself that he doesn't care. It helps him keep his self-respect."

IN discussing possible causes for Ray's use of "why," the following were offered: "Perhaps Ray is doing what his brother would call 'stalling for time' until he finishes what he is doing or gets to the end of the chapter; he may not understand what was said; he may have got into the habit of asking 'why'; or he may use this as one means of getting attention."

"Some children have great reasoning power and really want to know 'why,'" said one of the Utah mothers. "If you are in doubt as to whether a child really wants to know why, this plan might work. Incorporate the reason in the request. For example, you might say, 'Put on your rubbers because it is raining,' instead of just, 'Put on your rubbers.'"

Among the solutions offered were: Try to discover why a child says these things and refrain from giving him the satisfaction he apparently gets out of using them; try ignoring them completely for a time; look about for the source he may be imitating. Above all, remember "every one" is doing it and it probably means no more to him than just that.

THE VITAMINS AGAIN

by E. V. McCOLLUM

**A World-Famous Authority on Nutrition
Explains, Clearly and Concisely, Just
What Each of the Vitamins Is, and the
Part It Plays in Building Good Health**

ABOUT thirty years ago it became evident to those who studied foods and nutrition that there existed an entirely new class of substances, hitherto unsuspected, which the diet must provide if growth in the young is to be normal and if health for both young and old is to be maintained. The ordinary nutrients, such as proteins, fats, starches, sugars, and certain mineral elements, are required in rather large amounts, day by day, to provide us with the materials for growth and repair of muscles and organs, and for energy to keep us warm and active. The remarkable thing about the vitamins is the extremely small amounts of each which are necessary for health, and the extreme importance of the tiny daily doses of these interesting substances which we must have.

Research and discovery are still in progress in relation to all of the vitamins. We do not yet know how many of them there are. Naturally, we know more about those which have longest been known and have been most extensively investigated. Because of the element of mystery still surrounding the vitamins, and because of their remarkable properties, they have been considerably exploited by unscrupulous persons, so there is now much misinformation about them in the minds of many people. Actually, there is no more mystery about what they do than there is about how the different parts of the

body use the other kinds of foodstuffs. It should not be necessary to use vitamin preparations for the cure of disease, because if we take a diet which is adequate in every respect, we should not need to get them from the drug store to take as medicine. In fact, it is so easy to get all the vitamins we need in the form of ordinary wholesome foods that physicians and food authorities always recommend reli-

in the laboratory. It is only a matter of time until all of them will be manufactured like soap or the perfumes.

VITAMIN A IS NOW known to be formed by cleaving in the middle of the molecule the yellow pigment which gives carrots their color. This pigment, called carotene, occurs in all yellow and green vegetable products. After the molecule is split, a molecule of water is combined at the point of cleavage, and thus two molecules of the vitamin are formed. The vitamin itself does not occur in plant products, but only its precursor or mother substance, carotene. When we eat the pigment, our livers divide the molecule and add the water and make the vitamin, which is a colorless, oily substance. The vitamin itself has been prepared in considerable amount by distilling concentrates of halibut or herring liver oil in high vacuum. Chemists are, therefore, familiar with its appearance and properties.

Unfortunately, vitamin A has been called the "anti-infective" vitamin. It is no more entitled to this distinction than are some of the others. It is true that experimental animals, such as the rat, develop a condition strikingly similar to our severe head colds when it is greatly depleted of its vitamin A store. It has not been proved, however, that low vitamin A intake causes one to be susceptible to the common cold. What we (Continued on page 26)



Dr. E. V. McCollum, in his study at Johns Hopkins University

ance upon a properly balanced diet.

During the earlier years of vitamin researches we did not know the chemical nature of any of them, so it was convenient to designate them by the letters of the alphabet. As knowledge has increased it has become more desirable to give them definite names which tell something about them. We now know several of them in pure crystalline form, and one has been made in large quantities by chemists

• THE ROBINSON FAMILY •



Is Nancy Backward?

by S. J. Crumbine, M. D.

LAST Sunday afternoon I was at the Robinsons' house, and it happened that all we elders were sitting reading, while Nancy was playing quietly in a corner of the room. Suddenly the child put down her doll and, taking a picture book from its shelf, went across to her mother.

"Read to me, Mother, please," she asked.

Mrs. Robinson put down her own book.

"Oh, Nancy!" she exclaimed rather impatiently. "Why don't you try to read to yourself?"

Nancy gently removed her mother's book from her knee and substituted her own.

"Just one story, Mother," she coaxed.

"When Molly was your age," said Mrs. Robinson, "she could read beautifully; she wouldn't let me read to her."

Nancy snuggled up to her mother on the couch.

"But I'm Nancy," she whispered,

gazing up at her mother with innocent blue eyes, "and I like you to!"

Mrs. Robinson's frown relaxed; she looked down at Nancy and smiled.

"Just one story, then," she conceded.

When the story was finished and Nancy had gone out, Mrs. Robinson commented on the incident.

"The child is so slow with her reading; it's perfectly true that Molly at her age preferred to read to herself. In fact, I had to take books away from her, whereas I have to coax Nancy to try to read. Why do you suppose it is, Doctor?"

"I rather think Nancy answered that question herself," I replied. "She is Nancy, not Molly. You can't expect any two children to be alike, can you?"

Mrs. Robinson shook her head. "Of course not. But it worries me to see how slow Nancy is in many ways. Molly was always so quick to learn, and not only in school things. She was quick physically too. Why, by the time she was seven she was really skilful

on roller skates, while poor Nancy can hardly even stand up on them."

"You see, you are, after all, expecting Nancy to be like her sister," I could not help exclaiming. "It bothers you that she is not precocious, as the older children were. Nancy's temperament is different; she is developing at a slower pace all round. You will never make her into a Molly, impetuous and brilliant, but she is going to be somebody."

"It is silly of me to let myself be worried," acknowledged Mrs. Robinson, "I suppose I do expect too much of Nancy."

"Or perhaps you expect the wrong things," I suggested. "We don't know yet, do we, what the real Nancy is going to be." And I quoted Dr. Crichton-Miller where he compares a child with a bulb. "Often," he says, "we do not know whether the bulb we hold in our hands will turn out to be a blue hyacinth or a white lily. What we have to do is to (Continued on page 33)

BRIGHT NEW NOTES FOR LITTLE FOLKS . . .

THIS FALL

by Barbara Schwinn

IT'S surprising how vividly many grown-ups remember the clothes they wore when they were very young. The fact that they can still work up a hearty resentment is not surprising. For there was a time, not so very long ago, when every child looked like every other child. Dull, uninteresting little outfits fairly screamed suitableness, durability, and lack of imagination.

Today, however, there is nothing stereotyped and unimaginative about clothes even for our very youngest. They are gay and original and fun to wear. And they still retain all of those sterling qualities so praiseworthy in the past, and so ill-concealed, for the most part.

Very young children are quite interested in what they wear, particularly the color and texture. Little tots, two and three years old, have definite likes and dislikes, and are just as sure about their preferences as you or I would be. Broadly, they like light, cheerful colors, and should be dressed in them. This means washable clothes, generally, which is as it should be. If dark colors are requisite, be sure to relieve and brighten them with gayly contrasting touches.

The models sketched have one thing in common. They *fit*. Children have beguiling figures, and it will be worth your trouble to go through stacks of garments to find, as illustrated, clothes that do not turn them into shapeless little bundles. This is no longer necessary, even in colder weather. Playsuits are built to allow for extra sweaters. Dresses are made of thin wools, and have warm little panties to match. And the praises of knitted things can't be sung too loudly. They wash beautifully, they fit well, and they are warm.



● Top—left: A darling little pantie dress of natural linen or wool challis with a flat floral design of blue flowers. Blue piping daintily outlines the collar, cuffs, buttons, and fitted bodice. The skirt is pleated, and beneath are matching panties.

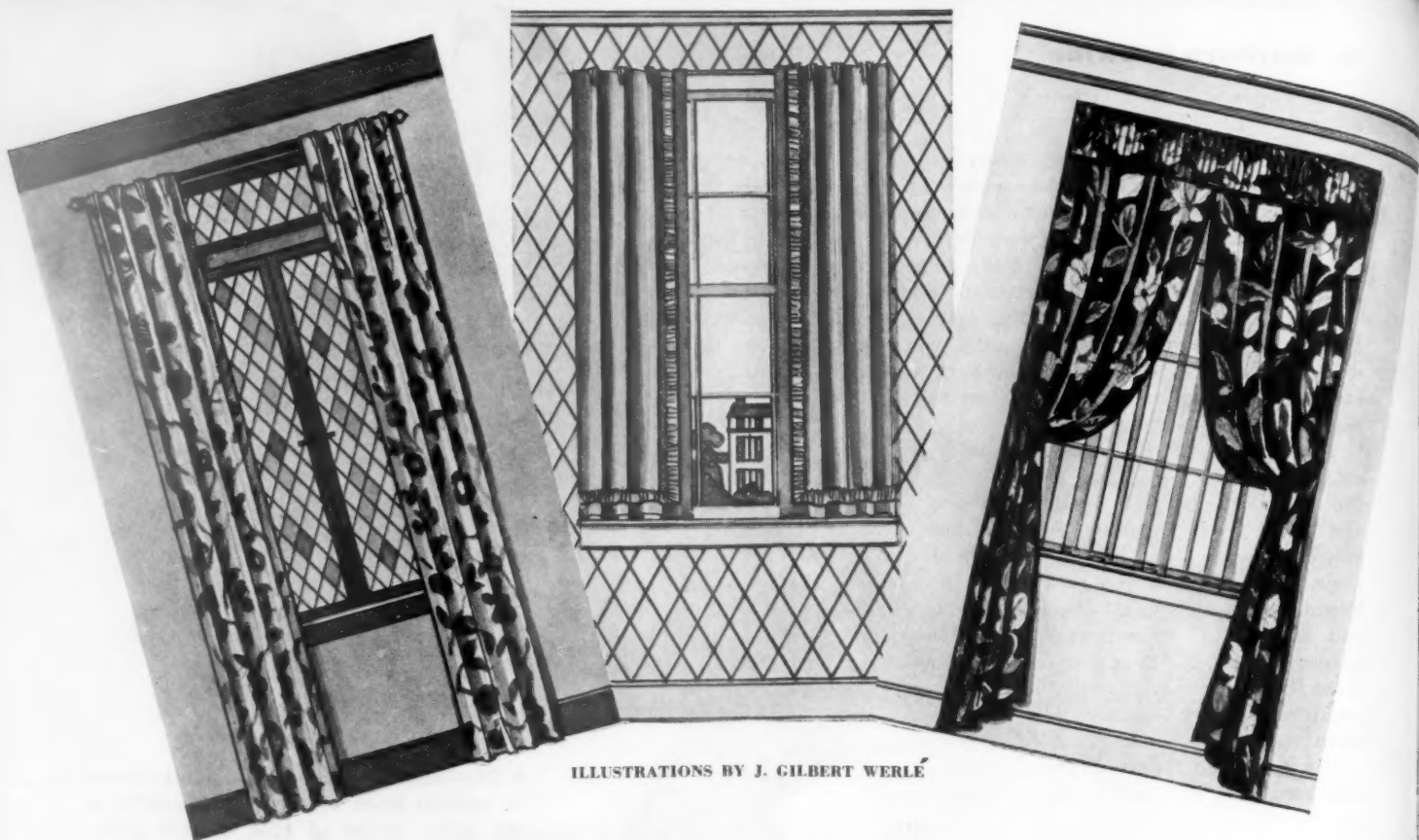
● Top—right: The little lad finds his knitted suit very comfortable. The blue trousers are topped with a striped shirt of navy, white, and crimson. If added warmth is desired, an extra cardigan of navy and a beret to match are suitable and easy to make.



● Center: A fit and a flare make your son or daughter a very smart and becoming coat. In cocoa brown with a hat to match, it's very good for those uncertain fall days. Of cravenetted (waterproofed) wool twill.



● Bottom—left: Four zips and it's on! Turquoise-blue corduroy delights the eye, yet is very durable and practical. There's a long zipper from neck to crotch, another opening across the back, and others down the legs. No more fussing and fuming over buttons. It launders beautifully and does not require ironing. The matching hat sports ear tabs which may be let down by unfastening the band which is thus converted into a chin strap.



ILLUSTRATIONS BY J. GILBERT WERLE

FACTS ABOUT SMART WINDOW WEAR

THERE is keen adventure for the homemaker who decides to study her window problem and be valiant and daring enough to take action and solve it! But how, you ask? And I marvel at my own audacity in making suggestions, while sitting cozily at my desk. Curtains are as varied as Joseph's coat—they run the whole gamut of color, materials, lines, and effects—today, more than ever before.

Nevertheless, two things I do know. First, you're safer by holding to certain general rules; and second, you're happier if you work things out for yourself. With a little care, you are pretty sure to be pleasantly surprised at your own talent for home decorating.

Bear in mind this fact: that curtains are frames for your windows. They should give color and balance to the whole room, without overemphasis. Like children, they should be "seen and not heard." They should give privacy when desired. They should help to

by **Bertha S. Orchard**

achieve the atmosphere you wish to create—no more, no less.

Before you start, survey with cold, appraising eye the room to be recurtained. Is the room formal or informal? Are the walls plain or patterned? Are there many windows or just a few? And remember such general rules as these:

1. To make a small room seem larger—use small designs in material, hung in simple, straight lines.
2. To make a large room cozy—hangings may be more elaborate, always considering their relationship in material and design.
3. To make a cold room warmer—use warm coloring.
4. To make a warm room cool—use cool coloring.
5. With plain walls, figured materials are effective, while patterned walls are safer with plain materials.
6. Consider well the texture of your

material—it should in some measure suggest the atmosphere desired in the room.

7. Your colors must blend harmoniously.

Glass curtains are often used in country houses and give a finished, soft effect to windows generally, but where there is a charming outlook—a bit of sky or garden—it seems too bad to shut out the picture by the rigid use of such curtains. Furthermore, glass curtains must be in harmony with the outside of your house and uniformity should be observed. (Nothing is more disturbing than an assortment of windows, variously and vagrantly curtained.)

For example, the small white Colonial house is appropriately curtained with ruffled curtains in net, organdy, or dotted swiss. They look crisp, clean, and New Englishish.

The stone or stucco house requires a tailored, straight-hanging draw curtain, pushed to the sides if the outlook

HOUSEHOLD HINTS

is pleasing or brought together in straight folds if privacy is desired. (And here do let me warn you against the ecru net affair, heavily bordered with braided design. I cannot reconcile their use in country houses.)

A smart, new variation to the usual material for glass curtains is a very sheer voile with a tiny silk stripe running through it. Effective in the more modern treatment is a new material woven with Cellophane. If used in the right place it is very pleasing.

PERHAPS you have an assortment of furniture in your living room, antiques that have been handed down to you, mellow in tone and rich in memories. Added to these, perhaps, is the usual assortment of nondescript overstuffed, comfortable things. Well, then, focus on your good pieces and make them your point of departure.

With heavy old English or Spanish pieces, plain walls are usually best. Rough plaster is perfect and the wood will in all probability be dark. In such a room, dignity must be maintained and that mellow charm tenaciously clung to. Here is the ideal setting for the heavier damasks and brocatelles in the deep cathedral reds, soft greens, or golds.

While these fabrics are not inexpensive, they reward and complement the very pieces in the room that should be given importance. However, you may feel that they are too formal and that you want something with more charm and originality. If such is the

case, try the hand-blocked linens. I would suggest a light background with the deeper tones in the pattern. It's usually more flattering with dark furniture. And try to find some wrought iron fixtures on which to hang them, and keep them severely plain, bordered possibly with block trimming or any other suitable finish.

Another warning! If you use Oriental rugs, watch your colors and patterns, else you'll miss the tranquillity you are seeking. With heavier materials such as damasks, brocatelles, or linens, valances are not necessary. Generous pleats for fullness are much more effective, for the beauty of the material is lost in the confusion of fussiness.

WHERE early American furniture is used the tone is lighter, on the whole. Here, gay chintzes, cretonnes, and linens may be introduced. And here, too, a darker background is effective for contrast. The style of the drapery is not so circumscribed. Valance boards are pleasing if they harmonize in tone with the furniture, but a softer effect is obtained by a valance of the material. A particularly effective valance is made by knife-pleating the material and binding it at top and bottom by folds of a contrasting material which is also used as a binding on the edges of the hanging.

But to return to chintzes. If your bedroom is early American and your wallpaper figured, try plain glazed chintz in citron yellow, lime green, or porcelain blue. These curtains look cool, crisp, and refreshing. Tailor these, too, but instead of using a contrasting border on the edge, try this: Put a two-inch facing on the right side of the curtains, down the center edges, and across the lower edges. Set in a narrow, picotéd ruffle and use a contrasting cording for accent. This little curtain is particularly pert and is a wonderful tonic for a dumpy window. This same idea is effectively carried out in almost any of the cotton materials. And speaking of cotton, there are enticing gingham and percales that are cheerful and fresh for kitchens and pantries and nurseries, and their cost negligible.

NEXT come all the variations of the modern—pseudo, semi, or very, as the case may be. And in this field, the materials are so varied and exciting that it is difficult to know what to say.

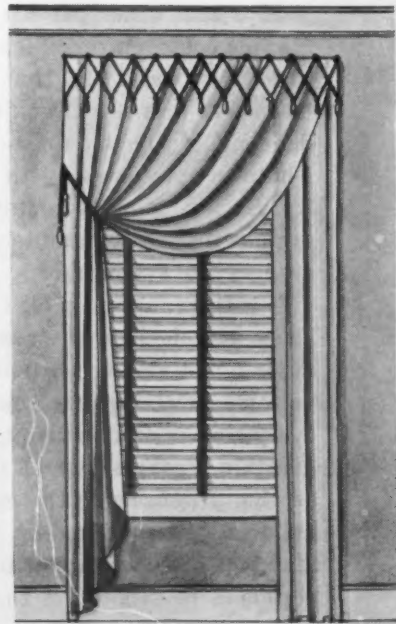
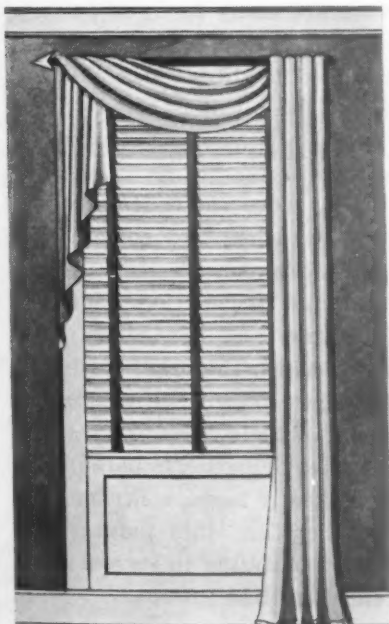
But again, the successful curtain is the one that rests securely on the interesting texture of the material, and on restraint and simplicity.

For the formal modern room, moires and satins are possibilities. Corduroys and velvets in exotic off shades that dare to be a little different are dramatic, though dangerous if they aren't just right. Striped materials in rough cotton and silks and novelty cloths with the stripes running the width of the material are novel and pleasing. And the new curtain fixtures in copper and chromium are stunning. Here, too, valance boards may be used in a hundred different ways, even those designed of mirror glass.

I feel that modernism, as such, is toning down. The trend today is toward the more gracious, formal lines of the Directoire and Empire. Graceful swags now find the tops of your windows. Perhaps the entire curtain is of one piece of material, beautifully draped, forming the swag as well as the side drapery. Or perhaps, as in the illustration, there is a sharp contrast of a valance of silk cord, looking at once quaint and formal, old-fashioned and modern. If you have any desire for Venetian blinds, this is your opportunity to satisfy it.

If I have helped you with any of these random ideas, necessarily so broad and general, I shall be indeed happy. Study your room and don't be too hasty. Experiment a little.

A little caution, a little daring, and a great deal of fun!



The Meaning of Parent Education

by RALPH P. BRIDGMAN

EACH year more and more parents are participating in groups devoted to the study of the problems of family life and parenthood, and in this participation are finding satisfaction for some of their deepest human desires and most fundamental aspirations.

It is not only that their parental feelings are given constructive expression. True enough, in these groups parents hear about the findings and opinions of research workers and specialists, about what is most worth reading, and about how to interpret and weigh information about childhood and parenthood for the benefit of their own children and the happiness of their own home life. And thus is satisfied the fundamental desire to care for the young, and to do for their children the very best that one can learn to do.

But that is not all. It is in these groups for the study of family life and parenthood, that parents hear others express the same doubts and fears that they have secretly harbored, or put questions to which vaguely they have long sought answers. It becomes clear that other parents have concerns and worries too. John's saucy answers, Sue's refusal to eat greens, never again seem so serious.

Often, quite incidentally, it develops in study groups that other parents have children with chronic colds, chronic "I-will-nots," or chronic something elses, and that these parents have learned to do without anxiety whatever can be done under the circumstances and to accept whatever may result with courage and serenity. Such first-hand contact with others who are meeting their situations constructively reassures and encourages.

It is in group study also that the parent can learn how it is that trends in literature, in buying and selling, in politics, even in international relations, are affecting family life in every corner of this country today.

Again, group study of the institutions and service programs of the community in which children are growing up brings new understanding of the meaning to them of their experiences in school, on the playground, with

their neighborhood gangs; and of the fact that in most communities changes for the better are occurring constantly. When groups of parents by study become more aware of what is going on, their influence is generally thrown on the side of those changes that will provide richer education, better health, opportunities for safer recreation, and the like for their children.

Finally, in a study group the parent can get some understanding of why he feels as he does towards his children, and why they feel as they seem to sometimes about their parents. Today with its difficulties or yesterday with its pleasures becomes less important, for now he sees each child as a growing and maturing person, working out his problems, building his life. It becomes easier to decide when to take hold, for instance, when to take precautions, or when to consult a physician or some other specialist. What is needed is done with assurance and without fear.

And, of course, people have a good time in study groups; they usually become good friends who discuss together things that matter deeply, and benefit mutually. Not all of these experiences are happening all the time to all parents who participate in parent education groups. For there are many kinds of parent study groups, as there are different kinds of people, and leaders, and neighborhoods. But sooner or later most of these things begin to happen to almost everybody who engages in parent education activities.

Men and women find purpose and continuity in their everyday activities when they come to play their rôles in life's drama with zest, accepting its challenges and frustrations, improving their performance, and increasingly appreciating the way in which the other players with whom they are cast likewise grow into power in and enjoyment of their rôles. To this purpose and continuity, participation in parent education activities makes a large contribution. It is no wonder, therefore, that parents hitherto uninterested are enrolling in increasing numbers in parent education groups.



SEEDS FROM WHICH WALLFLOWERS GROW

ONE of the saddest and loneliest of all figures is the little girl who hasn't been asked to join in the game . . . or the little chap who is left out of the fun the other fellows are having.

The present is pathetic enough for these youngsters. But the real tragedy lies in their future. The gulf between them and the rest of their world becomes wider and wider. The little girl grows into a wallflower, alone, unhappy; the little boy grows up to be a stranger in an unfriendly world.

And the worst of it is, that this need not be. For the things that make children seem "backward" or "different," or "difficult" are often *physical* defects that *can be corrected*.

For instance, a child may say seemingly stupid things simply because faulty

hearing muddles the talk going on around him. Poor eyesight also leads to the kind of mistakes that bring forth derision.

Apparent dullness, or ineptitude at games, may be traced to under-activity of some gland, or to anemia. Anti-social tendencies may also be the result of glandular disturbances. And there are many other *physical* deficiencies that tend to put a child in the "backward" category.

For these reasons, the doctor is the logical person, and the *only* person, to turn to in such cases. Thorough medical study of the case usually reveals the true cause of the trouble. And finding the real trouble does two things. It makes possible a start toward correcting or curing the condition. And it establishes an understanding that helps eliminate the

scolding, punishing, and teasing that can make these unfortunate youngsters morose and miserable; that so often lead them to seek escape in solitude or in a rebuffing shell of surliness.

If your child is having his or her life, and yours, saddened by being "left out," call upon your doctor. He offers you hope. He may be able to bring new joy into your family life. He may give the future back to your child.

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VITAMIN CHART

FOODS ESTIMATED TO BE THE BEST SOURCES OF VITAMINS.

+++ indicates an excellent or the best sources of the vitamin.
++ indicates a good source of the vitamin.
+ indicates that the vitamin is present.

(Estimates are based on reports of controlled feeding experiments with standardized laboratory animals. Vitamin research is still under active investigation. Undoubtedly additional qualities and functions will be attributed to them with further study.)

VITAMIN A		
Called at first the "anti-ophthalmic" vitamin because of its connection with curing an eye disease. Now its functions are thought to extend to all parts of the body throughout life.	Results of Lack of A	Sources of A
Butter +++ Carrots +++ Cheese, whole milk +++ Egg yolk +++ Fish-liver oils +++ Greens, leafy vegetables +++ Liver +++ Milk, whole or evaporated condensed or dried +++ Sweet potato +++ Bread, whole wheat +++ Ice cream +++ Kidney +++ Margarine +++ Other vegetables and fruits having yellow, green or red coloring +++ Roe, fish +++ Whale oil +++ Buttermilk +++ Cheese, cottage +++ Cocoanut +++ Dried figs, dates +++ Watermelon +++	Widespread weakness of the body Diminished resistance to infections of eyes, ears, sinuses, skin and alimentary tract Retarded growth Decreased length of life Sterility Fortunately the body is able to store a surplus of Vitamin A for a relatively long time. It is slowly destroyed on exposure to air and high heat, but loses little of its power at ordinary cooking temperature.	Fruits + Apples, grapes, grapefruit, pineapple, lemon-orange juice Grains + Meat and fish (fat) + Bacon, beef, ham, veal, pork, mutton, salmon, shrimp, oysters, also brains, heart, sweet breads Nuts + Almonds, Brazil, butternuts, pecans, peanuts Olive oil + Vegetables + Dry beans and peas, cauliflower, potato, onion, parsnip, turnip, radish, sauerkraut Roe, fish + Whale oil + Buttermilk + Cheese, cottage + Cocoanut + Dried figs, dates + Watermelon +
VITAMIN B		
Called "Anti-neuritic" because its identification arose from a study of a nerve disease. The original Vitamin B was later found to consist of multiple essential nutritive factors.	Results of Lack of B (B ₁)	Sources of B (B ₁)
Anorexia or lack of appetite Indigestion Nervousness Retarded growth—loss of weight Constipation Beri-beri or polyneuritis Affects reproduction and ability to nurse young. It is essential to health at all ages. The body can store but very little of it. It dissolves readily in water and hence is lost if cooking or soaking waters are discarded. The addition of soda during cooking rapidly destroys it. But there is no appreciable destruction during ordinary cooking or drying.	Vegetables +++ Asparagus, beans (kidney, navy, sprouted), broccoli, cabbage, carrots, cauliflower, celery, chard, dandelion, lettuce, parsley, parsnip, peas (dry and young fresh), peppers, potato (sweet or white), radishes, romaine, rutabaga, tomato, turnip (also turnip greens), watercress Practically all other vegetables + Almonds + Bread, white + Fish, fat and lean + Fruits + Cherries, grapes, raisins, raspberries, strawberries, molasses + Sweetbreads + Watermelon +	Avocado +++ Wholegrained cereals +++ Yeast +++ Buttermilk +++ Cream +++ Cocoanut +++ Eggs +++ Fruits +++ Apples, bananas, cantaloupe, dates, grapefruit, lemon, orange, peach, pear, pineapple, prune Ice cream +++ Milk +++ Meat +++ Bacon, beef brains, ham, heart, kidney, liver, mutton, pork Nuts +++ Brazil, butternuts, alfalfa, hickory, peanut, walnut Rice, brown +++ Oysters +++ Roe, fish +++
VITAMIN G (B ₂)		
Discovered by differentiation from Vitamin B. It may consist of multiple essential factors.	Results of Lack of G (B ₂)	Sources of G (B ₂)
Pellagra Digestive disturbances Mental and nervous depression Unhealthy looking skin Diminished vitality Checks growth Onset of premature old age Increased susceptibility to infection It is not readily affected by heat, acids, and alkalies.	Foods yielding lesser amounts are: Grains + Oysters + Watermelon + Dates + Grapes + Mutton + Onions + Peas + Pineapple + It can be stored in the liver to a moderate extent.	Beet leaves +++ Buttermilk +++ Cream +++ Eggs +++ Heart +++ Ice cream +++ Kale +++ Kidney +++ Liver +++ Milk +++ Spinach +++ Yeast +++ Nearly all fresh vegetables, fruits, nuts and meat are relatively rich in G
VITAMIN C		
"Ascorbic acid" first known as a cure for scurvy, essential for normal health and nutrition.	Results of Lack of C	Sources of C
Reduced state of health Irritability, lack of stamina Teeth defects Retarded growth Decreased resistance to infection Capillary fragility (subcutaneous blood spots) Scurvy, sore mouth, stiff joints Cooking, drying or canning partially or wholly destroys it except when acid is present.	Such other fruits as are usually eaten raw, + Milk varies with the diet of the cow. Practically all vegetables contain Vitamin C in their raw state. Most of them have it in larger than average amounts. Meat, eggs, cereals and breadstuffs, commercial sweets and fats are practically devoid of it.	Cantaloupe +++ Citrus fruits +++ Orange, lemon, grapefruit Raspberries, strawberries +++ Greens +++ Watercress, parsley, turnip tops Vegetables (raw) +++ Cabbage, peppers, pimiento, rutabaga, tomato (or fresh), onions Watermelon +++ Sweetbreads +++

VITAMIN D called the antirachitic vitamin. Necessary for the development and maintenance of bones and teeth up to the age of 15 or 16. Its significance in adult life remains to be demonstrated. It is capable of being stored in the body. Similar effects can be produced in the body by direct sunlight (sunbaths or tanning), or by artificial irradiation. Commercially a wide variety of foods have been enriched with Vitamin D artificially produced, but it is yet too early to estimate fully the nutritional value of these. Fish-liver oils and egg yolk are the richest natural food sources. Milk, butter and cream have it in low concentration.

VITAMIN E confers fertility (tested on rats). Found in greatest abundance in the oil of wheat germ, seeds, green leaves generally, beef liver, egg yolk. In the lean of meat there seems to be very little and the amount in milk varies widely. It is not affected by heat and is not likely to be deficient in a varied diet. There seems to be no clinical evidence of its lack.

References: Sherman: Food and Health; The Chemistry of Food and Nutrition (Macmillan Company). Row: Foundations of Nutrition (Macmillan Company). Sherman and Smith: The Vitamins (The Chemical Catalog Company, 1 Madison Ave., New York). Article by Salter, J.E., American Dietetics Association, Nov. 1934, Quantitative Aspects of Vitamin Requirements.

DIVISION OF MATERNITY, INFANCY AND CHILD HYGIENE
NEW YORK STATE DEPARTMENT OF HEALTH
THOMAS H. BRADY, Jr., M.D.
Commissioner

Here in a simplified form is a chart to show which vitamins are to be found in various foods. You will find it invaluable as a ready reference in planning the family menus. And you will want to be sure to keep it for future, and probably constant use.

"...and ONE to grow on"

HALLOWED by tradition and custom is that extra candle on the birthday cake. It may be regarded as a shining symbol of the *extra* care the modern mother gives her daughter—or her son—in the critical years of early life. This care includes the *extra* thought she must give to proper feeding—to the planning of diets which will meet all dietary requirements and insure sturdy bones and strong bodies in later life.

Modern mothers, giving this careful thought to diet, are discovering that canned foods can play an important part in infant and child feeding. They're learning how *sealed-cooking*—cooking within the sealed can—helps to protect and conserve certain food essentials.

Vitamin C, for example. This vitamin is liable to destruction by air when cooking is done in an open vessel. In the canning process, cooking is done *after* most of the air has been removed from the can, thus protecting the vitamin in high degree.

Canning also conserves other important food values.

Certain soluble minerals and vitamins—in this in-



stance vitamins B and C—may be partially extracted from foods during cooking. In home cooking, these food essentials may be lost if the cooking water is discarded. In canning, however, foods are seal-cooked in a *limited* amount of water—thus soluble food factors extracted during cooking remain within the can.

These facts are true, not only of pureed infant foods, but of *all* canned foods. Through every growing year, your children can benefit—and *will* benefit—from the essential food elements that are protected and retained by *sealed-cooking*.

The Seal of Acceptance denotes that the statements in this advertisement are acceptable to the Committee on Foods of the American Medical Association.



Home Economics Department

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THE VITAMINS AGAIN

(Continued from page 17)

actually know is that even moderate shortage of the vitamin in the diet impairs the health of the mucous membranes of the nose, throat, mouth, and other parts, so that they probably form less effective barriers against the invasion of microorganisms which are ordinarily not disease-producing, but which we should keep out of the underlying tissues.

The most important fact pointing to the wisdom of taking daily a diet rich in carotene or vitamin A is the well-established impairment of the eyes due to A deficiency. It has been known for years that in the rat, vitamin A deficiency causes impairment of vision in subdued light. It has been shown that when the eyes are used in bright light the visual purple, a pigment in the retina, is destroyed by bleaching. This purple pigment is necessary for acuity of vision in twilight or skyshine at night. People who run short of vitamin A show poor vision at night. This condition is of fairly frequent occurrence, as has been shown by Drs. Jeans and Zentmire, of the University of Iowa. About one-fourth of the children they examined showed impairment of vision which cleared up in most cases in a few days on the administration of cod liver oil, which is fairly rich in vitamin A. There is much evidence that many people do not take sufficient vitamin A.

VITAMIN B HAS recently been prepared in crystalline form in considerable amount and chemists are now studying its molecular architecture, so we shall soon know much more about its chemical nature than we now know. Although very widely distributed in natural foods, it occurs generally in quantities so sparingly that it is necessary to plan the diet with intelligence in order to secure as much of it as we should have. The disease beriberi has for many centuries been one of the principal causes of disability and is now perhaps about seventh in the order of importance among human diseases the world over. Deficiency of B causes damage to the nervous system, and secondarily to the muscles and organs.

It is well known that milk is rather poor in this vitamin, so there is a growing tendency among medical men to supplement the diets of infants with some rich source of this vitamin. This is probably a wise policy. It is equally clear that many persons convalescing from illness need more than the normal amount of vitamin B since it is used up more quickly than usual during fever, and the sick person often eats little and becomes seriously depleted as respects this substance. Loss

of appetite is one of the first symptoms of vitamin B deficiency, and its administration has a remarkable effect on the desire for food.

VITAMIN C IS NOW generally called ascorbic acid. It is especially important for the health of the capillary blood vessels and arteries. It is most abundant in the adrenal glands, brain, and organs. Not only has this vitamin been isolated from natural foods, but several methods for synthesizing it from certain common sugars have been perfected. It is now manufactured chemically to the extent of pounds at a batch, and bids fair to become a moderately cheap chemical. Professor King, of the University of Pittsburgh, has made many important studies on the human subject in relation to vitamin C needs. The vitamin can now be estimated quantitatively in tiny sections of any tissue suitable for microscopic examination. King finds that a great many people have much less of ascorbic acid stored in their tissues than they should have.

An important observation made by Dr. Reinhart is that when guinea pigs are depleted of ascorbic acid and are then injected with a culture of an organism frequently found in human cases of rheumatism, the animals develop most of the symptoms characteristic of that disease. Guinea pigs which have been given an abundance of ascorbic acid previously are immune to doses of the organism which produce severe lesions of rheumatism in C-deficient pigs. This is, of course, a demonstration of susceptibility to rheumatism rather than a demonstration of cure. At the Rockefeller Institute for Medical Research the administration of ascorbic acid to patients suffering from rheumatism has not been found of any considerable benefit. These highly suggestive studies cannot now be fully evaluated, but they point to an important principle in nutrition: viz., that the state of nutrition, when allowed to fall below the optimum of health, makes one susceptible to disease to which he would be immune if on a better plane of nutrition. It is not finally established that the experimental rheumatism in the guinea pig is analogous to that disease in man, but at any rate, prevention is far better than cure, and these studies illustrate well how progress is made in safeguarding human health.

VITAMIN D AND THE significance to health of vitamin D are now too well known to need description. The existence of this vitamin was not known until 1922, and now it is almost universally administered to infants and children for the safeguarding of their bone development. It is of greater significance for health, however,

than merely the prevention of rickets. The rachitic infant gets several diseases easily to which he would be relatively immune were he free from the rachitic taint.

Vitamin D was first demonstrated in cod liver oil. It is now known that there are at least five distinct antirachitic substances. There are at least two vitamin D's in fish liver oils. That from the blue-fin tuna is different from that in cod liver oil. Another antirachitic substance is produced by the action of ultraviolet light on a substance, ergosterol, prepared from yeast. This is different from either of the antirachitic substances in fish oils. In addition to these forms, two others have been prepared from a substance called cholesterol, which is prepared from brain. Probably a number of other distinct antirachitic agents will be discovered in the next few years.

It does not appear that there is much choice between these different forms of vitamin D for the protection of human infants. The irradiation of foods apparently forms the same vitamin D as that in viosterol sold in the drugstores, and made by irradiating ergosterol of yeast.

Every infant and child should receive some extra vitamin D during the colder months when sunshine is not readily available because of lack of outdoor life, excessive smoke in the city atmosphere, heavy clothing, etc. There is much evidence that the structure of the teeth is much improved in infants who receive vitamin D over what it would be without it. There is also much reason to believe that the provision of the proper amount of vitamin D raises the resistance of the teeth against decay or dental caries. There is no difference of opinion among authorities on the question of the advisability of every expectant or lactating mother taking some vitamin D regularly. Irradiated milk is now available in most cities, and is a good source of the vitamin, but cod liver oil is still preferred by most physicians for infants. Vitamin D consumption for the promotion of the general health, especially during the months when sunshine is at a premium, is well established as advisable.

VITAMIN E IS STILL in a state of uncertainty as to its importance in human welfare. We actually know little about it except that it is necessary in rats and guinea pigs for the health of the young during prenatal life. Practically nothing can yet be said about its rôle in human fertility.

VITAMIN F TURNED out to be a fatty acid which looks like salad oil. Its chemical name is linoleic acid. Its physiological rôle is as yet little understood, but (Continued on page 32)

THE SINGING LADY

Asks your CO-OPERATION

I AM SURE that every one who loves children will be interested in this unusual offer.

You see, as the Singing Lady I have been telling stories over the radio to children five days a week for the past five years. In that time I have written and told over a thousand stories. Now I am eager to have your co-operation in obtaining new ideas for new story material. And I am sure that there are many wonderful stories that you tell your children, or have read, or know about that will bring joy and pleasure to little folks who listen to the Singing Lady. Won't you send those ideas to me?

My sponsor, the Kellogg Company, has very generously offered \$9000 in cash prizes for the best letters that are sent in to me.

Doesn't that make you want to get busy at once? And don't forget that your letter may not only win a large cash prize—but it will help make millions of children happier!

Please write me a letter telling the kind of stories you think children like best. Or give a brief suggestion for new story ideas—the kind your children—or children you know—enjoy most. It isn't necessary to write a complete story—just send in ideas—plots of stories—or even a letter containing suggestions for Singing Lady programs.

Your interest and help will be very sincerely appreciated.

Gene Wicker
THE SINGING LADY



NO TOPS TO SEND—NO LABELS—NO BOTHER!

\$10,000 IN CASH PRIZES

The Kellogg Company is very happy to co-operate with the Singing Lady in her quest for new ideas by offering \$10,000 in cash prizes.

Few radio programs have ever appealed to a larger and more loyal audience. The Singing Lady has been voted the best children's radio entertainment for the past two years in a poll of radio editors conducted by the *New York World-Telegram*. This year the Singing Lady received the *Radio Stars' Award* for distinguished service to radio. In addition, more than two million fan letters have been received.

The Kellogg Company believes with the Singing Lady that the mothers and those who love children can help materially in making these programs even more interesting and enjoyable to little folks.

Three kinds of letters can win prizes:

1. A letter with ideas for new stories.
2. A letter telling what kind of stories children like best.
3. A letter giving constructive suggestions and ideas for the Singing Lady's program.

Make your letter any of these three types. The cash prizes will be paid for the letters

that are the most helpful to the Singing Lady. As there are 1033 cash prizes, there is a fine chance for you to win one of them.

You can hear the Singing Lady over the N. B. C. Basic Blue Network—also in Toronto and Montreal. See your newspaper for time and station. Also, you will find some of the Singing Lady stories in condensed version printed on the backs of Rice Krispies packages. These are very helpful in writing your letter.

Let your children enjoy the stories on the packages. They are an *extra value* when you buy Kellogg's Rice Krispies—the delicious cereal that snaps, crackles and pops in milk or cream. Your grocer sells Rice Krispies. Made by Kellogg in Battle Creek.

HERE ARE THE RULES

1. Any one can submit a letter excepting employers and members of employees' families of the Kellogg Company and their advertising agents.
2. Put the name of your grocer or the store manager on your letter. If you win one of the big prizes he will win one too.

Kellogg's RICE KRISPIES

3. Prizes will be awarded for the letters that are the most helpful to the Singing Lady. Any one of three types can win: (1) a letter with ideas for new stories; (2) a letter telling what kind of stories children like best; (3) a letter giving constructive suggestions and ideas for the Singing Lady's programs.

4. All suggestions submitted become the property of the Kellogg Company.

5. Contest closes October 26, 1935. Letters postmarked later than this date not accepted.

6. Send your letter to the Singing Lady, Kellogg Company, Box 12, Battle Creek, Michigan.

HERE ARE THE PRIZES

\$1000 for the best letter	\$1000
600 for second best letter	600
400 for third best letter	400
100 for next ten best letters	1000
50 for next twenty best letters	1000
5 for next 1000 best letters	5000
TOTAL	\$9000

\$1000 IN PRIZES FOR GROCERS

In recognition of the co-operation of grocers in displaying Rice Krispies and explaining this offer, we will give the following prizes to the grocers whose customers win prizes: First prize, \$300; second prize, \$200; third prize, \$50; next ten, \$25 each, \$250; next twenty, \$10 each, \$200; total, \$1000.

IT'S UP TO US What Children Do

by Alice Sowers and Alice L. Wood

Illustrations by IRIS BEATTY JOHNSON



Neighbor: Some one must pay for the damage Walter and his gang did. There is a limit to what I can stand even on Halloween.



Neighbor: I brought some cookies for Louis' party. What a fine way to keep the gang off the street!

Louis Is More Apt to Become a Good Citizen

Because

He is learning to spend his leisure time constructively. Walter, under the guise of holiday pranks, is learning little about consideration for other people's property. He is even learning to break the law. Louis is fortunate in living in a community where, through adult guidance, the gang spirit has found a more wholesome outlet. After all, most of the damage and injuries sustained during the Halloween season are the results of an effort to have fun. The adults in Walter's community who established the neighborhood tradition which his gang is following have a real responsibility. They could contribute considerably to these boys' training in good citizenship by providing community and neighborhood Halloween activities which could be fun and at the same time safe and legal.

EDUCATION CAN CHANGE INTELLIGENCE

(Continued from page 9)

preschool children who did not remain in the University system? The answer is that they did not make further gains but that they maintained the IQ they had at school entrance.

For this part of the study children who transferred to the other schools were carefully matched with those who remained in the University system. All had attended preschool for two years. They had entered preschool at the same ages, had the same intelligence at entrance, and had made the same gains during the two years. Thus at school entrance they were the same age, had the same intelligence, and had made the same intellectual progress up to this point. The group that went to the other schools did not change in IQ over a four-year period. When retested after another four-year period, making eight years in all, they still showed the same IQ. Their matched companions who continued in the University elementary school had continued to gain. Both groups had had the same number of tests. There was no other explanation than that the differences were due to the schools.

WHAT was the difference between the two schools? That is what we are trying to find out now. One outstanding difference is the mean intelligence of a given grade. In the University schools the mean intelligence of any grade group is very superior. In the other schools it is not so high but is probably somewhat superior. The children we selected for comparison were well up in the superior classification, had almost reached the very superior classification at school entrance. In the University schools they represented about the average of their grade groups. In the other schools they were above the mean of their grades. Apparently this is a very important factor.

In both school systems children who were below the mean intelligence of their grade made large gains. In both systems children who were above the mean intelligence of their grades did not gain. To be sure, those just slightly above the mean did gain, but this was canceled by the losses of those at the top. Even in the University elementary school or in the preschools, "genius" children do not gain. In fact, they make slight losses. That this need not necessarily be true is shown by the gains made by "genius" children reported by another investigator in the East. The difference between the two schools in our study was largely that the very superior children in the University system gained, while in the

other system the very superior children lost. The key to the whole situation seems to lie in the relative place of the child—how he ranks in intelligence in his grade group.

Of course, we may find that the difference can be attributed directly to the teaching. It is certainly true that the teacher who has a very superior group can adapt her teaching to that kind of group, while the teacher who has an average group could scarcely justify centering her attention on the very superior ones. It seems probable, however, that the explanation of the difference is to be sought as much in the children themselves as in the teaching methods. The effort that the child needs to make in order to keep his status in the group may be all-important. This is all tied up, of course, with the standard of perfection set by the teacher. The standard set by the child and the standard set by the teacher merge and possibly cannot be separated.

THE practical advice coming out of this amounts to an impossibility for everybody to follow. Still, there is no reason why you should not try it. If you want your child to gain in intelligence, put him in a good nursery school. If possible, follow this up with a good school where he is somewhat below the average level of his grade group in intelligence. Put him in a grade group that challenges his ability. Then the chances are good that he will put forth enough effort to insure an increase in mental ability. Putting him in a group where he is very far below the average may operate to create even more effort and greater increases, but there apparently is a danger point beyond which it is not safe to go. If the child is too far below the rest of the group, he may get confused, decide it is not worth the struggle, give up, and actually lose in intelligence. If you want your child to have a lazy time intellectually, put him in a group where he is among the brightest. You can be fairly sure that he will lose some in IQ, but if it is not an unusual group, he will still be a bright child.

• • • Editor's Note

Dr. Wellman's article will serve as an excellent reference for use in taking up the Parent-Teacher Program on "The Beginning of School," which appeared in the September issue of the NATIONAL PARENT-TEACHER MAGAZINE but which will be presented by many parent-teacher associations at their October meetings.

The line drawings which illustrate the article were sent to us by the author.

"Poor me, I do feel sorry for myself this morning. What a night, what a night! But how can a girl get her beauty sleep when her skin's all over prickles and chafes?"



"Lookit what's come into our life! Bet if I sprinkled myself with clouds and clouds of this Johnson's Baby Powder I'd like myself again."



"Mmm — now I'm better. That smoothy-soft powder makes me feel so nice — and smell so nice — and look so nice. I'll just have to give myself a great big kiss. There!"



"I'm Johnson's Baby Powder...count on me to keep babies fine and fit! Just feel my satiny-smoothness between your thumb and finger...I'm made of finest Italian talc. No gritty particles in me...and no orris root, either. Try me—and don't forget my partners, Johnson's Baby Soap and Johnson's Baby Cream."

Johnson & Johnson
NEW BRUNSWICK NEW JERSEY

ARE COUNTRY CHILDREN DIFFERENT FROM THEIR CITY COUSINS?

(Continued from page 7)

a developing body and brain. After a while the child feels he simply must find new things to do and ways to do them. School helps, but it is not the answer. Something new is developing in the child; he is sensing new impulses, longings, desires. Dominant among these is the craving for human companionship of his own age. From the age of seven a child is a social being. The desire for friends is as urgent, as natural, as compelling in children as the desire for food. Though he may not know it, if this desire is not satisfied, warpings and maladjustments will make their appearance.

There is no doubt that it is more difficult to satisfy this important impulse of children in the country than in the city. In the city children often have too many friends, they tend to become distracted, to waste time with them; in the country they often have not enough. Many of our rural schools are still of the small, one-room variety, where companionship is very limited. It is not easy to choose a team or to find friends in a group of ten or twelve children of assorted ages and sizes. The child whose nearest neighbor lives two miles down the road, and whose close friend lives farther still, does not—even if his family owns a car—have the companionship he seriously needs.

The country child—who has a greater necessity for aid in finding and in keeping friends than his cousin in the city—is the one who has less extended to him. Personally, I am inclined to doubt whether there is any more serious limitation which country life imposes upon children than the lack of organized play. This situation is certainly not appreciated, in either country or city. In fact, it seems as though none of us will ever realize that the most ideal playground in the world, which the country is conceded to be, does not mean the chance to play; it appears that we shall never appreciate the fact that children have to *learn* to play as well as to work, that they need leadership, organization, above all the presence of other children of their own age. There is an irony about this recreational situation. If only the good points about country and city could be more evenly divided! The city child can go around the corner to the "Y," he can join a Scout troop, his pals shout for him the moment school is out; but where does he play? Probably in the street, with a stream of cars on one side of him and walls of brick on the other, where he is shoved by pedestrians, shouted at by "cops,"

scolded constantly by storekeepers.

WHAT is to be done about this situation? What steps can rural parents take to overcome these very real limitations, to help their older children find the kind of recreation which really meets the needs of their developing interests as well as the friendships which they crave? My answer to this question is, first of all, understand them. If your children begin to grow difficult; if they are hard to handle, restless, moody, or disobedient; if they are lazy; if the girl is finding the wrong kinds of friends and the boy hangs around the gas station all day, look for causes of trouble *outside*, not inside the children. Try to see whether the real offender is not the rural environment rather than "natural-born cussedness" in the child. Showing this understanding will, I believe, mean as much to the child as almost anything a parent can do. A child will feel this attitude, he will be bound to respond to it, while criticisms, especially in cases where causes of difficulty lie beyond a child's control, will simply be resented and aggravate the difficulty. Furthermore, this understanding will lead the parent to seek ways out for the child. It will lead to the exercise of greater lenience—in little ways—as, for instance, in the use of the car, in excuses from chores, in encouraging him to play and to seek friends.

The country offers the growing child certain chances for recreation which are independent of companionship; it offers him ways to fill that time which he has, unfortunately, to spend alone. The entire world of nature is at his door, the world of the stars, of plants, animals, birds, rocks. I know of many children who have been helped over a rough road by aid in the cultivation of these interests. Here tastes are apt to be specialized. A young friend of mine turns up his nose at gardening, but you should see his face when he is telling of a new wild flower he has found, or shows me his collection of beetles! Sewing has proved a boon to many country children. Books are a world in themselves. In other ways country children's interests can be developed. A natural interest, for example, would be to trace what becomes of farm produce after it is sold, as many city schools study the question of where food comes from.

"These things!" exclaims the rural parent. "But they have been here right along. We pass the library every week on our way to market, sewing things are on the table, our yard is large enough for a garden. Tom can go to the woods any time."

All this may be quite true, these things may be right at the child's hand, yet the fact remains that he, by himself, may not find them. Remind-

ing him of their presence will not always suffice, either. So many times the average child has to be shown; the door to the new world of interests must be opened for him; he must be started on the way. Often it is as though he were deaf and blind. He has to be stimulated to see, to hear, to develop his powers and interests. It is well to remember that he is not the little baby who effortlessly educated himself while running about the farm, who experimented by chasing ducks, feeding chickens, or trying to ride a calf. It is an actual fact that rural workers have helped many a child to overcome serious and deep-seated problems through cultivating these and similar interests.

IN the same way, children frequently need aid in cultivating a social life. In small towns they may want and need desperately to form clubs—garden, dramatic, reading, or sewing clubs—yet not know how to get started. Once these groups are formed and under way, they should, of course, if they meet a real need, go on of their own momentum, especially with encouragement and help in developing programs.

I know of a young girl—we shall call her Barbara—who deliberately failed her entrance examinations for rural high school. She was a strange child. Intelligent and capable, she made few friends. A wall of reserve surrounded her. She was silent, even grim. No one, not even her parents, really knew her. Her teacher could not explain the cause for her failure. It must have been intentional, she said, because Barbara had passed through the grades with fine marks in all subjects. Neither her parents nor a social worker, to whom she had been referred, could understand the situation. I doubt whether the girl herself knew what was really wrong. She knew only that, though so young, everything had gone stale with her. There was no sparkle, no gleam, no lift about anything. New enterprises were especially distasteful. The thought of entering a new class, forming new friendships, going ahead with some different kind of work was intolerable to her. High school—a different town—a lot of strange boys and girls? In a moment of impulse she took the only way out.

What was the trouble with Barbara? It was a long time before any one found out. In fact, it required months of careful study on the part of the social worker to uncover what lay at the root of her difficulty. It was embedded in Barbara's distant past. When the girl was little and the family lived in another part of the state, something had happened—something which the small community where they lived had criticized severely, an

act of Barbara's father's. It was not a serious or terrible offense, but it had caused general opprobrium, it had roused "talk." All her life Barbara had unconsciously remembered. She had carried the weight of that stigma like a pack on her back. It followed her to a new home, it stood between her and the sun. But she never talked about it. What an infinite help had she been able to unburden herself to some one. Her talk with the social worker gave her this help. Perhaps it did not make life over at once, but it was a step.

The story of Barbara brings out two additional limitations in the rural environment. It shows the extreme pressure of public opinion on country children. Anything unusual—be it good or bad, be it a matter of conduct, clothes, or even appearance—stands out so in small communities; it is immediately an object of speculation, of criticism, of comment. Nothing can be lost in the crowd. Nothing is ever diluted. How much more serious would Barbara's case have been had she herself committed the criticized act! For the young have so little perspective. General criticism cuts so deeply. Children cannot look ahead, they cannot make allowances, they cannot shake off the opinions of others.

Johnnie does something—it is not really "bad." It is impulsive, thoughtless, silly, perhaps, but not really wrong. But he wakes up to find himself the target of all eyes, to find that people are talking about him from the schoolhouse to the Pike. Everywhere he goes, tongues are moving, heads are shaking. What will Johnnie do in this case? That depends entirely on Johnnie. If he is the "spunky" type, with plenty of pepper in his make-up, he gets angry. He'll "show them." He'll "give them something to talk about." In this case what Johnnie has done is probably nothing compared with what he will do. And if he is meek and mild in temperament? Then this boy will be utterly crushed. His self-confidence will go; perhaps he will never fully recover it.

How much rural people know about each other! In small towns they can watch comings and goings, they are informed on matters like choice of friends, work and play habits, even the kind of language used. The child of a family which has lived in a small community for generations may feel that his neighbors know more about him than he knows about himself. And they may. This knowledge may be a real and sympathetic understanding. Sometimes, however, knowing more may really mean knowing less. "Tom is his father all over again," or "Bess is just a copy of her Aunt Kate," may really mean only that Tom has inherited his father's features and



Have you a Child in School?

Every parent should know how to protect young eyes from strain in the growing years

YOUR CHILD in school is just beginning to use her eyes for close, concentrated seeing. It is a period when eyestrain may easily affect her bodily health, to say nothing of harm to the eyes themselves.

One school child in five already has impaired vision. At college age two in five either are wearing glasses or should. It is a fact that four children in every five are forced to do their reading or studying in improper light—and that prolonged working under such a handicap may do serious harm. Here are two things you can do:

1. Have your child's eyes examined regularly by a competent eyesight specialist.
2. Make sure that the reading or studying she does at home is done in adequate light. Your safest course is to get her one of the new I. E. S. Better Sight Lamps designed by the Illuminating Engineering Society to give ample, glareless light for reading, or sewing, or any other close work. See these lamps at your department or furniture store, lighting company, or lighting fixture dealer. They are moderately priced.



It is important to look for this approval tag when you buy your I. E. S. Better Sight Lamp.

New booklet tells fascinating story about Light and Seeing

Write for a free copy of "Light for Seeing Safely," just off the press. This booklet gives valuable scientific information about light and vision. Every parent should read it. With this booklet we will send you additional information about I. E. S. Better Sight Lamps. Write General Electric Co., Department 166-1, Nela Park, Cleveland, Ohio.

GENERAL ELECTRIC

General Electric does not manufacture the I. E. S. Better Sight Lamps but is glad to contribute this information in the interest of Better Sight.

broad shoulders, and that Bess walks and talks like her aunt. But because of these superficial resemblances the children are saddled with ready-made personalities, personalities which do not "fit." The children cannot pass down the paths laid out for them. What happens? If the copy is an improvement on the original, Tom and Bess may become "smarties," a little bored, a little conceited; if the reverse is the case, they will be pretty discouraged and confused. In neither case have they benefited by comparison. Of course this may happen in the city, too. But where the circle of friends is larger there is less comparison of this type and not such close and constant scrutiny.

Another point which Barbara's case brings out lies in the nature of the rural setting. Nature sometimes has a strange power. It can intensify our moods—make us feel more glad or depressed, or solemn or thoughtful, as the case may be. It does not tend to jolt us out of ourselves. Let me illustrate. Suppose a city child is low in his mind. He starts down the street. Perhaps a fire engine shrieks by. Somebody hits him with a snowball, or a funny looking person passes. His attention is distracted. I do not say the child will be instantly or completely cheered up. He may not be cheered up at all—in fact, he may feel worse after his walk. But the chances are that this will not happen. The chances are that the original feeling, if not erased, will at least tend to sink more into the background than it would otherwise. It will become diluted with other impressions. And this is more likely to occur than if this same child walked through woods or across empty fields. I feel sure that some children—children on whom nature has a powerful effect, and who have a natural tendency to brood and introspect—will develop reserves, will be apt to be driven too far into themselves in the rural setting.

It is difficult to label as a limitation the final point I would make about country life, for it is the result of one of the finest things about it—namely, the strength of the family tie. There can be no doubt that rural families are closer than urban ones. Splendid as this is, sometimes the relationship is

carried too far, especially when parents, and particularly fathers, tend to be overdominating toward their children. This natural tendency in any father is exaggerated by the nature of farming as an occupation. The father in the farm home is more than the head of the house; he is also manager, foreman, and president of an industry, the industry by which the entire household makes its living, in which every member is employed. He naturally develops habits of managing, which sometimes grow upon him. The adolescent who in babyhood did just about what he pleased, whose world was his own, is apt to grow bitter and resentful when he is told just how to spend his time, or when wages he has earned are confiscated for general household use.

The methods of meeting these difficulties, which, unlike those described earlier, do not originate in the rural environment but in rural people, lie solely in cultivation by adults of new points of view toward children. They lie in allowing the natural warmth and sympathy and generosity of rural people to gain an upper hand. And once rural parents understand, once they see just what effect mistaken judgments and criticisms and overdomination are having, these tendencies will gain the upper hand. There will be less faultfinding in the country, less gossip; children's faults will be met with tolerance; young people will be encouraged to overcome reserves and shyness.

This problem of country children is an important one. It has more far-reaching effects than those upon our future rural citizenry. The radio and the automobile, which have done so much to enrich rural life, have also been potent means of increasing restlessness and discontent among rural youth. They are like dazzling, colored pictures of a world beyond the bend of the road. They are the Pied Piper ever beckoning on, on. But individual effort can help to give to young people in the rural districts satisfaction and pleasure in what they have at hand. Wisdom and understanding of the problems country children have to face, extending help in facing them, can do much to strengthen the positive factors and to minimize the very real shortcomings of rural life.

formed when cottage cheese is made, is an indispensable food principle. This pigment is called lactoflavin. It has been prepared by many chemists in pure crystalline form, and has been synthesized in the laboratory. There are similar or identical flavins in egg white, liver, kidney, yeast. This substance, while indispensable to health, and effective in very small amounts, turns out not to be preventive against rat pellagra. The pellagra-preventive principle is now demonstrated to be colorless. There is difference of opinion among certain investigators as to whether or not lactoflavin should be called vitamin G (The British call it B₂). The exact relation of this pigment to our physiological processes is not yet known. But we do know that in animals health fails rapidly when the pigment flavin is omitted from the diet and that recovery follows its restoration to the food.

THERE are probably at least two or three more vitamins to be discovered. The experimental study of these substances is a thrilling experience, and many years must elapse before the chapters on nutritional science in which they are concerned are finally completed.

The spectacular nature of the discovery of a list of nutrient principles which were so elusive, and whose effects were so remarkable, has tended to overshadow the other phases of practical dietetics. We still need the structural materials supplied by proteins, the energy supplied by fats and carbohydrates, and the regulatory effects of the twelve or more inorganic elements which are indispensable components of the normal diet. These are just as important as the vitamins, although not so well advertised.

It is not necessary, for the enjoyment of optimal health, for one to become vitamin minded or mineral minded, or to be a close student of foods and nutrition. Expert dietitians have simplified practical nutrition by telling us about the combinations of foods which are so constituted as to make good each other's deficiencies and form a good health-promoting diet. The most important foods for supplementing the cereals, tubers, roots, fruits, and sugar, so as to provide what they lack or contain in inadequate amounts, are milk, leafy vegetables, eggs, and the glandular organs such as liver, kidney, sweetbread, etc. The ordinary meats are of exceptional importance for certain purposes as supplemental foods. Many years ago I distinguished these as the protective foods. If the daily diet is built up around a sufficiency of the protective foods, the rest may be selected with a view to satisfying the appetite.

THE VITAMINS AGAIN

(Continued from page 26)

it is known to be essential to life and health. A few years hence we can say much more than now about it.

VITAMIN G HAS A most interesting history. The late Dr. Joseph Goldberger established that pellagra,

a disease afflicting about two hundred thousand people in America, mostly in the Southern states, was due to some vitamin deficiency. About three years ago it was demonstrated that the greenish-yellow pigment which gives the characteristic color to the whey

THE ROBINSON FAMILY

(Continued from page 18)

plant it, to see that it gets all that we can give it in the way of favorable environment, and then leave it alone." So, he implies, it ought to be with a child. We cannot determine the course his development will take, and our well-meant interference with his natural self-development may only do damage. "You can help Nancy best," I went on, "by giving her first, as you are doing, a happy home, and then encouragement along the lines she naturally follows."

"Of course that is true," agreed Mrs. Robinson. "I realize it, though now and then, being human, I lose sight of the truth."

Then we discussed the possible future of the two girls—Molly fourteen and Nancy only seven—and decided that whatever it might be, it was pretty sure not to be the same.

Just at that moment Nancy slowly passed the window in front of which we were sitting. She was holding a belated grasshopper tenderly in her two hands, watching it with absorbed interest. Her mother and I looked at each other and smiled. "That's something Molly would never do," we said almost in a breath. "Perhaps you have a naturalist in the family," I added, as the little girl carefully set the grasshopper down under a bush, then crossed the tiny lawn with a hop, skip, and a jump.

Next Month:
MOLLY MAKES A STAND
FOR LIBERTY

Coming in November

Keeping the Normal Child Normal

by Frances Gaw

In contrast to all that has been written and said about the so-called "problem child," Dr. Gaw stresses the importance of helping the normal child to remain at the best level for him—physically, intellectually, emotionally—and points out how it may be done.

That Budding Sense of Humor

by Louise Bechtel

Going further than the Book Week theme, "Reading for Fun," this delightful article analyzes children's sense of humor and shows how it may be guided in the right direction through a wise choice of books.



Let's Hurry Home to the Movies!

A paradox? No. Because at home and at school they have the finest of motion pictures, hand-picked by parents and teachers, and projected with the Filmo or the Filmosound, the most highly regarded and widely used 16 mm. silent and sound motion picture equipment.

The Filmosound 16 mm. sound movie reproducer, for audiences of ten to thousands, can be carried from room to room and can be set up and operated by anyone. Theater-brilliant, flickerless movies are accompanied by sound which is startling in its reality—the result of Filmosound's perfected design. The Filmosound may be had at modest rental from a nearby Filmo dealer.

For silent movies, the Filmo Projector may be had in various models to suit any purpose—for projection in small room or large auditorium.

From Filmo Libraries come, at modest rentals, the finest of educational and entertainment films, sound and silent, revealing in vivid life-like action the facts of history, the sciences, exploration, travel, the opera.

Every P. T. A. group should avail itself of the opportunities here offered to further its interest in child education and recreation. Write for information on projectors, films, and how P. T. A. groups are paying for their Filmo equipment from the proceeds of regular entertainments.

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SCHOOL AND HOME



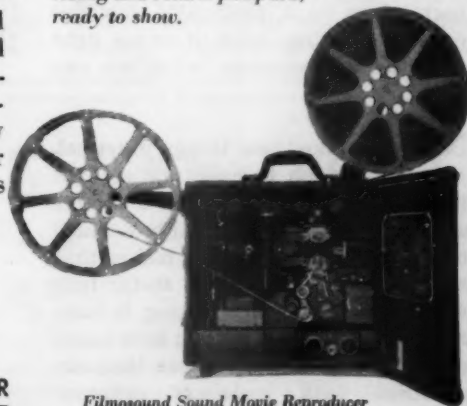
This Tiny Camera

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Film Costs Only \$1.45 Per Roll*

Childhood days are fleeting days, never to come again. Capture their freshness and beauty forever in living action with the Filmo Straight Eight movie camera. Small, light, easy to use, it makes brilliant, steady movies as inexpensively as snapshots. See it at your dealer's, or write today to Bell & Howell Company, 1822 Larchmont Avenue, Chicago, Illinois.

*Your only operating cost—includes processing and return postpaid, ready to show.



Filmosound Sound Movie Reproducer

TURNING THE LIGHT ON HOME LIGHTING

(Continued from page 11)

light upon the ceiling and returning it to us—the indirect systems. And we have tried to diffuse the light to soften it, at the same time hiding the filaments by everything from frosting the inside of the bulb to special covers for the light.

Soft light is not dim light. In many a living room and bedroom there are soft lights on the side wall, the bulbs well hidden with lovely shades in conventional or distinctive designs. Yet all they do is create beauty and a dim monastic atmosphere. They are hopelessly inefficient as lighting equipment. Many a lovely Kirman rug never has a chance to show its full beauties. Nor indeed can the bolder Makri or Ladik, however rare, appear as more than a blotch of colors. And a splendid Tekke never has a chance in the world to be anything but an indefinite rich red piece of weaving.

The preference today is for a moderate amount of general lighting in a room—a ratio of about ten to one between local and general illumination. Through the liberal use of plugs (so inexpensive, so effective, and so economical, since you use only the light you require, throwing none away), we add light on the work, conveniently available, in greater quantity, perhaps ten to twenty or even thirty footcandles for reading or ordinary sewing. For prolonged close work even more is in order.

There are two reasons for the general lighting. One is safety. The second, avoiding contrast glare—the undesirable effect of a light object on a dark background. The blending and brighter background is better for the eye. Try it and you will soon find for yourself whether you prefer a dark room around your lighted page, or whether it isn't more comfortable to be in a room with moderate general light.

Direction is standard three. For writing, over the opposite shoulder from the hand that holds the pen. For reading, over either shoulder, though there may be a preferable shoulder even for reading. Most of us use light over the left shoulder when we can get it.

NOW to make these things practical. It's easy enough to have proper light in hallways and stairs. Just a matter of the strength of bulb and how much the ornamentation, if any, makes that bulb inefficient. The light meter tells you how much you are getting, in footcandles. The code tells you how much you should get. And you can then experiment with bulbs of different strength. Or, still easier, consult the

lighting expert most communities have available without cost.

Dining room? Well, it's nice to see people's faces and the delectable dishes and delightful dresses. Why spend time on serving food in a manner pleasing to the eye and then not give the eye a chance to be pleased? And why dress up for dinner unless the eye gets a chance to enjoy the effect achieved? If you never had a meter in the world, your eye would tell you whether you were getting these results. And why show valuable Sheffield tea sets or antique flatware or Royal Doulton dishes—or whatever are your dining treasures—unless they can be seen in all their glory? As for pictures, whether in the dining room or elsewhere—they were never intended to be concealed in twilight.

Kitchen—machinery, hot stoves, more or less breakable dishes, and other hazards (and there are plenty)—food to be served to pamper already good appetites—. Let's admit that seeing is an important factor of cooking. And serving. And in the pantry, too. See well and move more rapidly, more safely, more surely.

Bedroom—boudoir—where beauty is made presentable or cleverly augmented. Bedroom—where a good story before going off to sleep requires a bed light satisfactory for reading—the familiar ten to thirty footcandles on the book page. It is, however, debatable whether such reading should be encouraged or even permitted in children, any more than reading, tummy down, on the floor, in any old kind of light.

Playroom—enough light to see for whatever the entertainment of the moment—soft light for the tender eyes of youth, possibly a real spot for trying indirect light. And beware of some divertissements called lights for children's rooms—design beautiful, perhaps (and more often anything but that), but frequently with sharp, stabbing points abounding, with consequent danger of injury.

If the child is to do reading in the playroom, see that suitable provision is made for proper lighting and proper reading position. Suitable furniture can be found. Tummies aren't desks, either.



And now let's see how the foregoing principles apply to the family gathering spot—the living room, any living room, whether it be modest or pretentious, small or large, new or old. Apparently it was primarily for this room that a new lamp, already heavily publicized, was designed. It may be used as a floor lamp or a table lamp. It has, for pretty nearly the first time, sacrificed art to illumination. Most lights you usually purchase may be beautiful. But many of them are not good luminaries. This one is good-looking without being fancy.

The new lamp will probably be called the IES for short (initials standing for Illuminating Engineering Society, which sponsors the specifications for these lamps and authorizes a licensing agency through which many manufacturers offer it to the public in their products). Basically it is a combination of an indirect light, throwing light on the ceiling, and a semi-direct light, the bulb being covered, in the part of the light beneath the shade, by a porcelain diffusing chimney, thus giving a well-diffused, soft reading light. The shade sits on the chimney and has two special features. First, it is white inside, thus making maximum use of the light provided. Second, the angle of the shade is wider than many, thus allowing the reading circle around it to be somewhat larger than usual. The IES seems to combine economy, efficiency, and proper lighting.

If you like the good old-fashioned scene of the family assembled around the parlor table reading, here is a lamp that is supposed to do the trick adequately when illumination needs are considered. And the indirect light, on the ceiling, provides the soft, general room lighting (within a limited space, perhaps ten square feet, of course). The combination seems to be the best thing yet that is practicable and available. There are a number of highly specialized reading lamps coming on the market, some of which are well approved. The IES type, however, seems to be the next one to be presented to the public widely as the answer to its needs.

The careful placing of every lamp in the living room will often aid greatly in making the room more comfortable. One of the worst offenders in this respect is the old-type floor lamp when placed directly beside the davenport or reading chair, in such position that it is almost impossible to avoid looking directly at the lamp bulbs every time the head is raised, and even when reading one is conscious of the direct light shining in the eyes. A low chair beside a tall table lamp—any case where the bare bulbs are visible—is another example of glare and should never be tolerated. Tall floor lamps

should be placed behind chairs to overcome this annoyance, while table lamps and chairs frequently have to undergo similar change to bring about satisfaction. Shift the chair about, move the lamp on the table, but in any case adjust it so that the lamp is not directing its light straight into your eyes.

If you cling to the old type of bridge lamp, put this through the tests too, and see if it measures up to standards suggested for better seeing conditions. Ask yourself such questions as these: "Is the shade at least ten inches in diameter, light on the inside, and open at the top so that I am getting the comfortable and high reflection qualities, and all the light I'm paying for?" "Is it so placed that the light does not directly shine in my eyes or in the eyes of any one sitting across the room?" "Have I enough light so that I may read here for several hours in comfort?" Then, "Is there enough light in the rest of the room so that this place doesn't seem excessively light by contrast with its surroundings?"

It is most sensible, where communities have the service available, to seek a lighting consultant. Most consultants are provided by the purveyors of electricity, it is true. Most of them are thoroughly familiar with the lighting problems of the home and how to meet them. And most of them bewail the fact that many homes are so badly planned in this respect that proper lighting usually means greater use of electricity and the purchase of additional equipment. It would be so easy if all they had to do was tell you how to save money by your lighting.

In another sense, however, this is exactly what they do. For the price of bad lighting is in terms of a great many things besides a few kilowatt hours of electricity. Bad lighting may cause eye trouble, accidents, inefficiency, discomforts, and worse. And there's often the case of getting poor value for money spent on lighting.

The next time Mary curls up in a chair, trying to down her lessons half standing on her head beneath a light as dim as old Diogenes' lantern, consider whether it will be cheaper in the end to install her in a proper study place, with proper reading stands and correct light, or to take a chance on her general welfare, happiness, and health in terms of eyes, body mechanics, organ functions, and special bills which will probably add up to a good deal more in the end.

We are learning too much about the proper application of lighting and its resultant effect upon us to be indifferent to it, and many of us are just beginning to appreciate its rich potentialities. Apply some of these suggestions and you'll SEE for yourselves!

UP IN THE Sierra-Nevada Mountains of California, in a town of 800 people, 18-year old Carl Atchinson is getting ready to leave home for his first year of college. Carl's mother is busy packing his bag while his dad, Dr. Raymond Atchinson, gives the boy a little added encouragement on the eve of his departure for one of the big universities of the state.



"I know you are going to make the most of college, son."



"I am, Dad! You can count on me!"

CARL is the oldest of Dr. and Mrs. Atchinson's three boys. A few days before he left to continue his education, Dr. Atchinson received an Investors Syndicate maturity check for \$2,637.00 to take care of Carl's college expenses. The money was ready when Carl reached college age. There was no last minute scrimping.

"My next Certificate, which will mature in about two years, will take care of my second son's education," Dr. Atchinson wrote us upon receipt of this check. "And another will mature when my youngest son is ready for college. I have also just taken out another Certificate to build a retirement income for myself."

When Carl was a mere youngster his parents were approached by a representative of Investors Syndicate, who showed Dr. and Mrs. Atchinson how they could conveniently finance the college education of their sons by paying for it as their boys grew to college age, so the money would be ready when their boys

were ready to enter college. By wise application of the management of Dr. Atchinson's income, these foresighted parents have made certain that their sons will have every educational advantage that can be given them.

This—a true story from life†—shows how Living Protection is helping many thousands of people to help themselves. Note that Dr. Atchinson is also using this means to build a retirement income for himself and wife. The plan is adjustable to the circumstances of anyone earning a regular income.

Let an Investors Syndicate representative* show you how \$10 set aside monthly will build into \$2,500.00 in 180 months—and the many ways a reserve fund may be withdrawn when it matures. Or, write Investors Syndicate, Dept. NP510, Minneapolis, Minn., for the interesting folder, "A Well-Balanced Program", which shows the amounts required to build a specific program fitted to your needs.

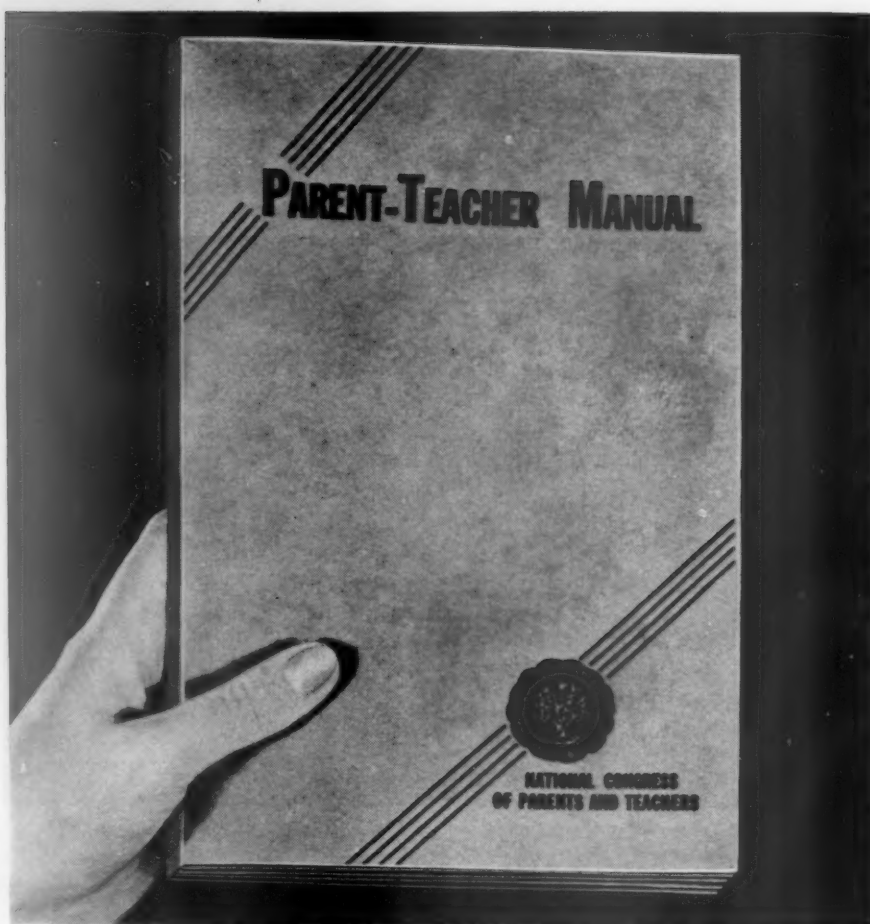
† This is one of the many actual experience stories related to us by our clients. The real names are not used for obvious reasons.

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*Responsible men and women who can qualify as bonded representatives are invited to apply for a position. Offices in 53 principal cities—Representatives throughout U. S. and Canada.



A Guide for PARENT-TEACHER PROGRESS

For Officers, Chairmen, and Members—answers
to questions on plans, programs, and procedures

● THE QUESTIONS

How can the year's work be based on the needs of the community?
How can a program be developed for the regular monthly meeting that
will—

- *Enlist the intelligent and active cooperation of the members?
- *Keep within the parent-teacher field?
- *Correlate the year's activities and projects?
- *Contribute to the accomplishment of the year's goal?

What helps are available in planning and carrying on the work of the
committees necessary for the year's program of work?

What are the essential duties and activities of officers and committee
chairmen?

What are the plans and purposes of the nationwide projects carried on by
local Congress units?

Where can sound guiding principles and workable procedures based on
experience be found?

● THE ANSWERS

They are all found easily in the *Parent-Teacher Manual* through:

- *A study of the table of contents for the general subjects treated.
- *A glance at the marginal subject headings.
- *A quick check-up of the outlined steps and procedures.
- *A thorough understanding of the basic rules as outlined in local, state,
and National By-Laws.

Here is your opportunity to secure help. Why not order *Parent-Teacher
Manuals* for your group? Single copies are priced at 30c but one copy is
sent free with every purchase of five copies—6 copies for \$1.50.

SPECIAL OFFER For a limited time a leader of a local Congress
Parent-Teacher Association ordering 6 copies of the *Parent-Teacher
Manual* will receive also two paperbound copies or one clothbound copy
of *Our Public Schools*, a total value of \$2.30 for \$1.50.

In ordering give name of your association and your position.

Write to the National Congress of Parents and Teachers,
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Enclose money order or check for \$1.50

Please mention this notice when sending order.

RADIO PROGRAM

National Congress of Parents and Teachers

September 25

"The Parent's Part in Education."
MRS. B. F. LANGWORTHY, President
National Congress of Parents and
Teachers.

October 2

*"Preparation for Home and Family
Life."*

LITA BANE, Collaborator in Par-
ent Education, United States De-
partment of Agriculture, Washing-
ton, D. C.

October 9

"The Forum in Adult Education."
J. W. STUDEBAKER, United States
Commissioner of Education, Wash-
ington, D. C.

October 16

*"The Lengthening Dependence of
Young People."*

Speaker to be announced.

October 23

*"The Youth Project of the American
Council on Education."*

GEORGE F. ZOOK, Director, Amer-
ican Council on Education, Wash-
ington, D. C.

October 30

"After School—What?"

COLONEL THEODORE ROOSEVELT,
Oyster Bay, New York.

2:30 P. M. Eastern Standard Time
National Broadcasting Company

What Do You Think?

The following questions are taken
up in this issue of the NATIONAL
PARENT-TEACHER MAGAZINE. To verify
your answers, turn to the pages whose
numbers are given in *italics* following
the questions.

1. What effect does attendance at a
good nursery school have on a child's
intelligence? 9.

2. What important factors should be
taken into consideration in lighting
the home? 10-11.

3. How may the equipment for
housework be adapted and arranged
for greatest efficiency? 13-15.

4. Why do children often speak in a
way which implies lack of respect for
their elders? 16.

5. What are some of the benefits of
parent education? 22.

6. What is a good way to avoid
Halloween damage in your neighbor-
hood? 28.

7. What are some of the difficulties
of bringing up children in the coun-
try? How may they be met? 30-32.

HELPS FOR STUDY GROUPS

by Ada Hart Arlitt

Parent Education Study Course: The Progressive Home



● THE WELL-MANAGED HOME

by Dora S. Lewis

(See page 12)

I. Points to Bring Out

1. A well-managed home is a worthwhile achievement which can be obtained by those families to which such a home is an important aim.
2. Basic goals for the home involve the provision of "the best possible physical, mental, social, and emotional development of each member of the family."
3. Homes are well-managed when the work in them is planned. The home should not "run" the people in it.
4. Well-selected and convenient equipment is necessary if the home is to function adequately. For proper family cooperation, important to all, the "family council" is a great aid.
5. The children and adults within the home should have a balance between responsibilities and privileges.
6. Homemaking requires leadership of the highest order.

II. Problems to Discuss

1. How shall homemakers decide which housekeeping tasks are essential in their homes and what standards they should set?
2. What are important considerations in planning and carrying out plans for the best use of time and energy in a home?
3. What are the advantages of working by schedule?
4. Describe a household schedule that has proved satisfactory in a given home.
5. Suggest ways in which individual household tasks may be made more interesting, less time-consuming, and less tiring.
6. Report ways and means that have been found successful for getting family cooperation in making and carrying out plans for the work of the home.
7. What is meant by having equipment adapted to needs? How may kitchen equipment and arrangement be evaluated?
8. What are the contributions of the family council in furthering better management in homes?

(The Problems for Discussion were contributed by the author, Dora S. Lewis.)

Helps in Forming and Directing Study Groups

SELLECT a chairman for the study group. This leader will thereafter have charge of the programs for the year.

The leader should have two vice-chairmen: one to see that the books and pamphlets to be used are at the place of meeting, and the other to have charge of attendance.

The article should be read by every member in the group before the meeting. There should be a sufficient number of magazines to make this possible. If the number is insufficient, the leader may read the article aloud to the group. The leader should then present the points to bring out. After these points have been discussed, each problem should be presented to the group. Paragraphs from the article may be read aloud if this procedure is necessary to make the answers to the questions clearer.

For aids in carrying on group discussion, see the *Parent Education Third Yearbook*, published by the National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C. \$1.



THOSE NEEDED FOOD VALUES FOR BABY

Assure them with these



DOUBLE
SURE



Strained Foods

DOUBLE SURE? Exactly that. First, Heinz Strained Foods bear the "57" seal which means they have passed the high quality standards of the House of Heinz. Second, they bear the Seal of Acceptance of the American Medical Association's Committee on Foods—which means they have passed the standards of this group of experts in nutrition.

Fresh, sun-ripened vegetables from nearby farms are prepared, cooked and strained in the Heinz kitchens a few hours after being harvested. They are then immediately vacuum-packed in enamel-lined tins, to preserve in high degree their fresh flavor, color, vitamins and minerals.

Try Heinz Strained Foods today. See how readily your baby takes to them. Be assured of their high nutritional values. And be rid, once and for all, of the time and labor involved in home cooking and straining.

★ HEINZ ★ STRAINED FOODS

9 KINDS—1. Strained Vegetable Soup.
2. Peas. 3. Green Beans. 4. Spinach. 5. Carrots. 6. Tomatoes. 7. Beets. 8. Prunes. 9. Cereal.

SEND FOR THIS BABY DIET BOOK

It contains authenticated up-to-date facts regarding vitamins, minerals and other nutrients your baby needs. Also much reliable information on infant care and feeding. Send labels from 3 tins of Heinz Strained Foods or 10 cents—to H. J. Heinz Company, Dept. NP210, Pittsburgh, Pennsylvania.



THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.

P.T.A. RAISES FUNDS TO KEEP SCHOOLS OPEN

Illinois

A SUCCESSFUL drive for funds to keep the schools open was made by the Western Springs P. T. A. last spring when it became apparent that the schools would be forced to close a month early because of insufficient funds.

The grade chairman of the P. T. A. and the school board planned the method to be used in collecting the money, setting up a few general rules which were followed throughout the campaign. Grade chairmen and their committee took most of the responsibility for raising the money.

Each grade chairman was given a list of the children in her grade, together with the parents' names and addresses. A card index of names was made to facilitate handling of pledges, receipt of money, and keeping lists.

Preceding the drive a notice was placed in the local paper explaining the situation fully and asking the parents to expect the callers within a few days. Parents were reached either by telephone or by personal calls, and asked to contribute \$4 per child, or a proportionately smaller amount in cases where two or more children from the same family attended school. Some chairmen suggested a contribution of \$7 for two children, but workers had definite instructions to be very tactful in requesting the money—making the parents understand that all contributions were to be voluntary. Although \$4 per child was requested, whatever amount the parent was willing to give was accepted, of course. In some cases the parents paid their money weekly instead of all at once, some taking it directly to the school office, and some taking it to the grade chairman or committee who requested it.

Parents who did not contribute the first time they were called upon, and those who pledged and did not send in the money, received a second letter stating the situation clearly and asking their help.

The grade chairmen met with the president and treasurer several times during the drive. The secretary, who acted as chairman of the grade chairmen, and the president consulted with the grade chairmen concerning some difficult phases of the drive, and in this way the campaign was carried

on without any unnecessary delays.

At the close of the drive the president sent a letter of appreciation to each parent who had contributed, stating the amount raised and the amount pledged and given by the parents. This letter served as an official receipt from the P. T. A.

The total amount raised was \$1,700, which enabled each teacher to receive approximately \$100 for the additional month of school.—MRS. P. F. TAYLOR, Secretary, 4027 Lawn Avenue, Western Springs.

CHURCH AND PUBLIC SCHOOL COOPERATION

Tennessee

Church and public schools are now working together in the promotion of educational ideals. It is generally accepted that the normal approach to questions of adjustment and service is through conferences. Sentiment is greater than law, and the leaders in the two groups are conserving the best elements in their years of experience in projecting programs for the communities they serve. Church schools preceded the public schools in Tennessee, and opened the way for the establishment of the latter.

As public schools increased in number and efficiency, the number of church schools decreased. But a number of the church schools are to be found today in the mountain sections.

Church schools are maintained by various denominations under the supervision of church boards. One of the boards of a single denomination owns property today to the amount of approximately \$10,000,000. There are eight or more denominations fostering schools of varying grades, with permanent investments and yearly expenditures that take on large proportions. Many of the teachers come from other sections of the country. The gifts making possible these institutions have come for the most part from outside the state.

The question of active cooperation between the church school and the public school in the same field has been raised from time to time. In fact, when some of the church schools were established, denominational lines were so closely drawn that there was little cooperation or concerted effort between the church groups themselves. Tennessee has always been a demonstration parish for the applica-

tion of various theories and principles—religious, educational, political, and patriotic. It is rather strategically situated between the deep South and the North, and it was in this state that the first effort at union of denominational bodies was made many years ago.

The church schools hold summer conferences for young people, at which time young people from the church schools and the public schools are brought together for a period of about two weeks each. These conferences are very helpful in many ways, and through recreation and study there is developed a spirit of unity among the young people. Training for leadership is stressed. There is no tuition charge, and meals and rooms are provided for a very small sum.

The president of the sixth district of the Tennessee Congress of Parents and Teachers, which is composed of seven counties in the Cumberland Mountains, contacts both the public and the church schools. There are over 400 public schools in the district, and several church schools under the direction of five denominational bodies. The church schools work with the parent-teacher organization, which serves as a clearing house between the two groups for consideration of their problems. There is a unity of purpose in these conventions that is most gratifying. Each respective group has found itself in the field of activities, and is laboring to serve the community as a whole. The 1935 annual convention of this district will be held at a place where one of the church schools is located. Many of the church school leaders serve on committees of the association. The program of education is being integrated in and through this channel, enlisting the wholehearted cooperation of the public. Coordination will be made more quickly through the sentiment that is being created in the parent-teacher work. The local units of the district are at work along the same line. The church and public school groups are looking in confidence to this united effort in behalf of education.

The present cooperative effort of church and public school is to give to all children in Tennessee equal educational opportunities. This is a common task in which all groups can and should participate.—Adapted from an article by MRS. J. D. BURTON, Sixth District President, Tennessee Congress

of Parents and Teachers, Oakdale, in the TENNESSEE TEACHER.

PUPILS HELP WITH PARENT-TEACHER PROGRAM

New York

Realizing that parents like to see as much as possible of their children's work, we decided that our parent-teacher program might be made more interesting by giving pupils some part in it. We planned to have assembly programs and Junior Red Cross work correlated with meeting topics, and to have pupils present, at various meetings, classroom work related to the topic of the meeting. We also selected an appropriate quotation to appear on the releases sent to the homes before the meeting each month.

Our major objective was more abundant life for ourselves and our children through cultural equipment and the development of every creative faculty. In this, both modern education and cultural activities were emphasized.

Our aim was expressed by a quotation from David Starr Jordan: "Wisdom consists in knowing what to do, therefore get knowledge; skill consists in knowing how to do it, get (become) efficient; virtue consists in doing it, get busy."

In September, a Tea of the Nations was given by the Hospitality committee as a suitable introduction to the program. Each teacher greeted parents at a table decorated to suggest some country. Girls, in the costumes of these countries, served refreshments. The high school orchestra furnished music and pupils presented national dances and songs.

Early childhood education, its practical value, objectives, and results, was emphasized at our first regular meeting. Invitations were extended to neighboring parent-teacher associations, though all our meetings were, of course, open to the public.

Our November meeting was also educational. The supervisor of speech correction in the Mount Vernon schools demonstrated the "Intelligent Diagnosis and Successful Treatment of Speech Disorders." She brought with her a group of children and a pianist. Four pupils of different ages recited standard poems to show how elocution helps to develop correct speech habits, and one pupil demonstrated this with a selection of his own verse.

In December, a World Friendship operetta, "A Wooden Shoe Christmas," showing the Christmas customs of different countries, was presented by pupils under the direction of the music supervisor.

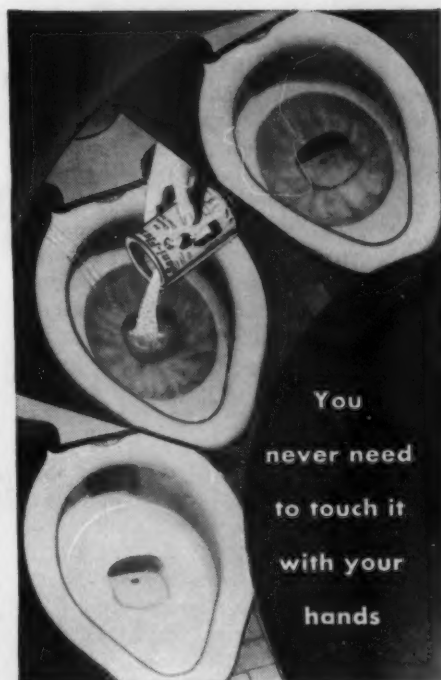
The kindergarten children took their Christmas play from the story, "Good-Will and His Magic Balloons." This

play emphasized World Friendship and the countries from which American children get their toys. To introduce their play, and also the operetta, the kindergarten band of forty children played folk songs of six countries, wearing the costumes of these countries.

In January, the cultural element with the education was emphasized. A doctor and his wife, parents of one of our pupils, told of their experiences with Dr. Wilfred Grenfell in Labrador. Their talk on "Health for Our Neighbors and Ourselves" was illustrated with beautifully colored lantern slides, lent by the Grenfell Association. One of the mothers presented a group of songs, interpreting several of the old "Ballads and Sea Songs of Newfoundland" from a book edited by two Vassar College teachers. Another ballad, "The Dog Song," was read by another mother. The school Junior Red Cross secretary reported activities stimulated by the talk previously given at an assembly by the doctor's wife, one of our speakers. There were several single and group subscriptions to the *North Wind*, a Grenfell junior publication. Pupils read replies to their letters written to children at the Grenfell Orphanage at St. Anthony, Newfoundland. All classes contributed to a scrapbook to be sent to the orphanage. A box of warm clothing, and of old silk stockings to be used in making hooked rugs, had been collected and sent. Pupils read book reviews, one in rhyme, of *Polaris, the Story of an Eskimo Dog*, by Ernest Harold Raynes. Handcraft from Newfoundland was exhibited, and several posters and maps of the country, made under the direction of our drawing supervisor, were also displayed.

The cultural element increased in our World Friendship meeting in February. A young woman in costume presented a group of Japanese songs, a chorus from the P.T.A. Glee Club assisting her with one selection. A little Japanese girl danced in costume, with her sister accompanying her at the piano. Letters were read from Harumi Tadaki, now attending the largest boys' school in Japan, to his former classmates in our school and a beautiful portfolio, made by him, and four Japanese books, which he sent, were displayed. Another former pupil sent an attractive portfolio from Algiers, with two costume dolls. Our Junior Red Cross sent portfolios in return.

Japanese posters, made by pupils, and costume dolls and flags of many countries decorated the auditorium. In another room we had arranged an exhibit of Japanese art, including 125 Japanese prints, lent to us by an art dealer of New York City, and other Japanese objects.



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Founders Day was observed at a Japanese Tea at which Japanese food was served and the decorations consisted of artificial cherry trees, made by pupils, and Japanese lanterns. A mother, in costume, sang Japanese songs and pupils gave Japanese solo and group dances.

Our program reached its climax in our World Peace theme for Fathers' Night, "Helping to Create a Peaceful World for Our Children." An original series of eight tableaux was presented portraying the joy of living in a peaceful world during a span of human life, the climax being World Peace. A father acted as narrator and an accomplished pianist furnished appropriate musical accompaniment; the high school band introduced the first tableau. The P. T. A. Glee Club accompanied the last tableau with "Hymn for the Nations." Rudyard Kipling's "Recessional" with piano accompaniment and a brass quartet from the high school band was the closing number. Peace posters, made by pupils, were displayed and were sent later to a county Junior Red Cross meeting. An exhibit of foreign posters, lent by the Women's International League for Peace and Freedom, was arranged and flags of many nations appeared together. Upper grade boys were ushers.

Our April meeting suggested the realization of our minor objective for the year: a nature room for the Park Avenue School. Three nature cabinets were presented to our school and a large exhibit of science specimens, nature posters, and weather charts, was brought in by pupils and attractively arranged. An autographed copy of Albert Brand's *Songs of Wild Birds* and phonograph records of bird songs were presented to the kindergarten, and bibliographies of nature books for mothers and for teachers were prepared. Our principal reported on her visit to two of the best nature rooms in Westchester County, a mother and the P. T. A. Glee Club presented groups of nature songs. The niece of a noted naturalist read "Blessing on the Woods," by Arthur Guiterman. Pupils read "The Angler's Reveille," by Henry Van Dyke, and original nature poems.

The increased attendance of parents and friends, and the interest shown by pupils, led us to believe this kind of program was worth while. Two significant remarks were made by pupils. A little kindergarten girl, looking at a friend's picture book, said to the teacher, "There is something in this book you will not like." The surprised teacher was shown the picture of a boy soldier. The child added, "We don't like war toys. We like peace toys. Don't we?" An older boy remarked, "We had a fine parent-teacher

program in our school this year. We liked it because we were invited to some of the meetings and were allowed to help in different ways. We showed some of our work at nearly every meeting."—MISS ETTA E. CHAPIN, Program Chairman, Park Avenue School, 22 Marathon Place, Port Chester.

BUNDLE DAY

California

"Bundle Day" is known to the citizens of San Francisco, regardless of whether they are members of a P. T. A. or not. Bundles of every shape and size, bundles containing everything from brand new cords to worn out hats, have again been received at the P. T. A. center and at every schoolhouse. The tots in the kindergartens, the boys and girls in the high schools, the fathers and mothers have all taken an active part in the bundle drive.

For the average citizen the gathering of the outgrown or outmoded clothes and the delivering of them to the care of the P. T. A. mean that this civic duty is done for another year. But for the P. T. A. member the work has just begun.

The bundles all have to be opened, the clothes sorted as to size and type. All contributions are supposed to be clean, but those who have worked in the bundle room know that garments have to be examined closely. Some few are too soiled even to wash. Others need to be sent to the laundry, or, as often happens, taken home by some member and subjected to treatment by the washing machine. Other garments need dry-cleaning. Almost all need pressing.

Another division takes up the work of separating the garments that are ready to wear from those that need mending, and from others that have to be made over, or again from those that can be used only in combination with other material. A still more expert sorting then comes in, separating garments for sizes and placing them in the proper bins and drawers.

It is pleasant work to take a bolt of pretty percale and make nifty dresses of it. It is not so pleasant to take a number of worn dresses, fumigate, clean, rip, recut and remodel, and thus make dresses that are not only wearable but also neat and attractive. Cutting and making shorts may have its own fascination, but when underclothes of grown-ups are cut down and made into garments for children, the job becomes drudgery. The only redeeming feature then is the knowledge of waste turned into use and the keeping of little bodies comfortable that otherwise would be exposed to the elements.

But all this work must be done if the bundle drive is to be really effective. The women who come to the Parent-Teacher center and engage in the back-breaking sorting do not even have the thrill of knowing how the garments appear when remodeled, nor do they see the smile on the face of the child who receives the finished product. These rewards are for the out-fitters, and such part of the work is a story in itself.

But there is one woman on the job from the time the bundles are taken from trucks and autos to the time the children walk away with the garments suited to their needs. This woman is the Philanthropy chairman of the second district.

One woman or a dozen women are not enough, however, and so with a room full of bundles there is a crying need for workers. Those who do not belong to the P. T. A. are welcomed. Sorting, ripping, sewing, mending, pressing, basting, cutting, and planning require many weary hours and many willing hands before the "bundles" are ready for shelves and hangers.

However, the hard work is forgotten when the workers look into the faces of the long lines of waiting and needy children when they call for the articles on Thursday mornings.—MRS. JOSEPH E. MORCOMBE, Regional Publicity Director, 2374—33rd Avenue, San Francisco, in the San Francisco EXAMINER.

HEALTH EDUCATION FOR PRESCHOOL MOTHERS

Colorado

The Denver Council of Parents and Teachers has just completed its seventh year of cooperating with the Denver Tuberculosis Society in a Parent Health Education program for mothers of preschool children. More than one thousand mothers were enrolled for classes during the past year. The mothers meet in thirty-seven groups every two weeks throughout the school year in the public school buildings. Physical and dental examinations are made annually of all preschool children of these mothers through the cooperation of the Denver branch of the Rocky Mountain Pediatric Society and the Denver Dental Society. Reasonable assurance has been given that the public schools will finance more of this program during the coming year than in the past.—Adapted from the BULLETIN OF THE NATIONAL TUBERCULOSIS ASSOCIATION.

PENNY PARTY

South Carolina

To raise money for its work, the Judson Mill Parent-Teacher Association, of Greenville, gave a Penny Halloween Party.

Each member of the Executive committee contributed something to be sold for a penny—lemonade, which sold for a penny a glass; apples, the bobbing privileges for which cost a penny a bob; home-made candy, which was wrapped in Cellophane and sold for a penny a piece; pop corn, which was placed in small bags and sold for a penny a bag. A penny fee was charged for each game—three-legged race, potato race, pinning the tail on the black cat, etc. A cake walk was staged which cost five pennies a person.

We cleared enough money to pay our bills to date, and as we are not a money-making organization, the Executive committee decided to forego any further money-raising activity for a while. With money in our treasury for our current needs, we are more likely to be enthusiastic about raising money for a specific object than just to have some money in the treasury.
—MRS. GARDINER HAWKINS, Judson Mill Parent-Teacher Association, Greenville.

SPECIAL CHILDREN'S CONCERT Alabama

The Music committee of the Birmingham Council of Parent-Teacher Associations has voted to cooperate with the Birmingham Civic Symphony Orchestra Association next fall in its efforts to promote interest in music and to arrange a special concert for school children.

Among duties, outlined for local school Music chairmen, are the need of cooperating with the Birmingham Civic Symphony Orchestra by giving the orchestra every encouragement, and studying the structure of symphony orchestras.

The proposed children's concert has the endorsement of school officials, and the program will contain selections suggested by schools. The Music committee will appoint a group to work out details for such a concert with representatives of the orchestra association.

Other duties outlined for members of the school Music committee included the promotion of singing at P. T. A. meetings, organization of chorus clubs among members and of study groups to study music, the lives of composers, and how to encourage listening to good music.

—BIRMINGHAM AGE HERALD.

A COMPLETE INDEX of the 1934-35 volume of the NATIONAL

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CHILDREN'S RADIO PROGRAMS



The Home Measures Their Worth

by B. H. Darrow

WHY does a single broadcast often delight some of our friends and disgust others? Is there a set of standards by which we can measure the worth of any given broadcast? Can we increase the discrimination of children so that they will choose what we call the worthier programs?

Let us seek the answers to these questions and add two others: How does the standard for children vary from that for grown-ups? What is a sensible set of standards?

Our tastes vary so extremely because of the variety of our native likes and dislikes, our backgrounds, and our standards of general living. Nevertheless, there is such a thing as a set of standards to which the majority of us may subscribe. We should be able to foster a discriminating attitude on the part of children as well as adults.

We try to guard our children against contacts and ideas which we deem contaminating. We ascribe to ourselves, sometimes ill-advisedly, the ability to undergo this danger with safety. In general, we claim that greater sophistication on our part has protected us against the allurements of tempting situations and wrong "action patterns." We insist that our children shall be protected from temptations to commit the more serious mistakes of living.

Manifestly, some broadcasts are unsuitable for small children to hear, while others are nearly ideal. Our children develop "tin ears" against broadcasts they do not like. It is only the programs which attract them that we need to watch.

WHAT IS A SENSIBLE STANDARD?

WE want them to create dislike

for that which is unfair or untrue; disgust for that which is cheap and tawdry; indifference for that which is trivial; delight in that which is clean, vigorous, and important. We want the boy and the girl to be attracted by all those things which build up the body, the mind, and the spirit, and we want them to recognize the dangers of opposite tendencies and, most of all, the danger of half truths.

We can measure a program's worth, even a so-called entertainment or amusement feature, by the way in which it develops the qualities of a Boy Scout. It is a worthy broadcast if it tends to develop one or more of the following without tearing down some other quality:

Trustworthiness	Obedience
Loyalty	Cheerfulness
Helpfulness	Thriftiness
Friendliness	Bravery
Courtesy	Cleanliness
Kindness	Reverence

We have every right to demand the following of children's radio programs:

1. That they present normal situations (or make abnormality unattractive).
2. That they deal most often with worthy characters (or make wrongdoing unattractive).
3. That the results of both right-living and wrong doing be presented thoroughly and dramatically.
4. That they contain informational and educational values worth acquisition by the child.

HOW FOSTER DISCRIMINATION?

WHEN we ask our children to "come up" to some finer thinking or living level, they will come. If we say "go up" to some higher level than we really live on, they are not

much impressed. The surest way to interest our children in the best is to listen with them to the best.

This we cannot do unless we study the lists of broadcasts so carefully that we know of all the best available on the stations our set will bring in satisfactorily. Study the newspaper listings, get special listings of educational broadcasts from the national broadcasting systems, get special listings from your state Congress of Parents and Teachers.

Listen with your child to programs he already likes. If you do not like them, do not be too ready to say so. Listen with him and he will listen with you, and in both cases you will learn to understand your child better.

Avoid preaching. Do not try to force your evaluation on the child. Respect his individuality. Discuss with the family the faults of a bad broadcast, carefully poke fun at unrealities, crude speech, and the like. Like his program all you can. Discuss the higher standard in terms of people and events that he likes—Lindbergh, Lowell Thomas, some good book that called forth his enthusiasm. Experience proves that the boy and the girl will see the light when thus led toward it. They will grow away from broadcasts which lack the good qualities, and will learn to like good drama and good literature.

We in the home should counsel on this whole matter with the teachers in our school so that we may work together in raising the tastes of our children. And the very heart-center of the whole matter is that "we must be well informed on availability of radio broadcasts—we must know more than our children know about radio." Incidentally, that is true of other new tools and toys—aviation, motion pictures, cartoon serials, and who knows what new ones within a decade.

WHERE ARE WE GOING WITH MOTION PICTURES?

by Catheryne Cooke Gilman

WHAT are other places accomplishing? How are they doing it? These are questions which come with notable persistence from every section of the country. Briefly, very encouraging progress is being made in most of the states by state Congresses of Parents and Teachers on the projects of the National Motion Picture Plan. They are accomplishing the objectives by organization, preparation, and action.

The Ohio Motion Picture chairman reports that many communities are having recreational films shown in school auditoriums and that educational films are being used extensively in schools for teaching purposes. The chairman has written to all of the local chairmen in the state, sent them material for study, and explained the value of thorough preparation. This has resulted in the discovery of leaders and in the organization of conference groups for discussion and action.

"In many communities where community recreational programs are being promoted," writes the Ohio chairman, "motion pictures are being shown, and short talks on the program are being given by local chairmen. Work has been done in cooperation with the Toledo Board of Education which promises suitable motion pictures in every school in the near future."

Legislation was sponsored by parent-teacher associations throughout the state to divert 25 per cent of the state funds received for censoring pictures to the use of enlarging and maintaining the educational film service and library. The Culkin Bill, H. R. 2999, and the Pettengill Bill, H. R. 6472, with amendments accepted by the author of the bill, have been endorsed and supported.

In an article in the March issue of the *Ohio Schools*, Superintendent R. G. Riggs, of Caldwell, Ohio, reports an interesting experiment in Noble County in the following manner:

Each school from the dollar per pupil allotment has set aside \$40 for motion pictures. This amounts to \$400 for ten schools. Of this amount, \$170 was allocated for employing a man with practical knowledge of projection work—this man receiving \$5 a day for two days' work a week over a period of sixteen weeks, and a little money for gasoline. Arrangements were made to use film service from the state's new educational visual aid

exchange. In the sixteen-week period the schools are shown fifty reels of pictures covering a wide variety of information subjects. Three reels are shown at each of the schools each week. The film costs amount to around \$115 and about \$20 for postage.

The plan is far better than the old circuit system, where one school shipped to another school, because the school authorities are relieved of all worry connected with the project, the films are kept in good condition, only one projector is needed for the work, time schedules are punctually kept, the cost is at a minimum, and the films are carefully selected to do the most good.

A GREAT many things are being done in Pennsylvania on the motion picture situation, according to its state Motion Picture chairman. There have been in Pennsylvania seven motion picture institutes under the auspices of the state Congress of Parents and Teachers, six of which were conducted by the National Motion Picture chairman, and the other one by Dr. Edgar Dale. The principles expressed in the motion picture resolutions on supervision and regulation of motion pictures passed by the National Congress of Parents and Teachers in convention were endorsed by the Pennsylvania state board at its convention. Every association has been urged to read the motion picture articles in the NATIONAL PARENT-TEACHER MAGAZINE and to give several minutes of each meeting to the discussion of this subject. As a special project, the state Motion Picture chairman has been emphasizing the value of visual education. There have been five film libraries established for the distribution of educational films. This has worked out successfully. Each school is entitled to one film per week for every film they place in the library. A fee of \$10 per year is charged to take care of mailing and handling.

The Pennsylvania State Council of Education passed a resolution October 1934 that beginning with September 1935 no permanent license to a teacher in the public schools of the Commonwealth would be granted to any applicant who does not show evidence of having had a laboratory course in visual-sensory technics. This action was recommended by the Department of Visual Instruction of the National Education Association at its convention in 1931.

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Descriptive leaflet outlining the series sent on request

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Pennsylvania leads all of the states in adopting the recommendation, but several state chairmen have reported progress in securing the introduction of training courses in the use of visual aids to education and several universities are offering training courses in the use of motion pictures and motion picture equipment for strictly instructional purposes.

IN Illinois the emphasis the past year has been placed by the state Motion Picture chairman upon the completion of a statewide organization for motion picture work, the preparation of leaders, and securing action in associations for the National Motion Picture Plan.

The chairman reports five strong district chairmen, many more council chairmen, and the number of chairmen in local associations tripled. A very wide range of source material has been used by the state chairman, and the interpretation of the National Motion Picture Plan has been made through motion picture articles in eight state Congress bulletins and by addressing audiences on an average of three times per week.

The Illinois Congress endorsed the National Congress program of legislation, including federal supervision of production and regulation of distribution and exhibition of motion pictures entering interstate or foreign commerce.

According to the April, 1935, issue of the *Bulletin of the Illinois Congress of Parents and Teachers*, "the State Department of Visual Education has grown in proportion to demands upon its services, although the board has cut the appropriation 75 per cent. The circulation has increased in the past five years from 647 films per year to 30,000, and from 398,000 slides to 758,000. The director of the department has given recognition to the parent-teacher associations for their unusually fine cooperation, especially during the past year."

The Board of Education of Chicago has provided 150 projectors, but the state Motion Picture chairman is urging the parent-teacher associations to see that each of the 500 school buildings is properly supplied with equipment for visual education.

The Visual Education Department of the Chicago Board of Education collects and delivers films to all school buildings and issues a catalogue of over 3,000 films and 70,000 slides and enables the associations to give the film programs without cost.

The National Congress is emphasizing the desirability of urging boards of education to assume the entire responsibility of providing all permanent equipment, including motion picture projectors, screens, and film libraries.

A PARENT-TEACHER PROGRAM

Newer Methods of Teaching the Three R's

TEACHER (at close of day): "*Children, do not take your readers home.*"
MOTHER (to child coming in from school): "*Jane, where is your reader? You bring that book home tomorrow. I want to hear your lesson.*"

It would seem that the home and the school are at cross purposes here. Why is the teacher averse to parents' teaching reading at home? Why the complaint that children today can't spell and that they don't "do sums" any more? What a trying time for the family when Father undertakes to drill John in the multiplication tables! Who has not heard the criticism, "All they do at school these days is play. I wish they would use the time teaching reading, writing, and arithmetic"?

Many parents are judging their children's school by the only one they know—the one they themselves attended. They have not kept up with the changes in methods of teaching. The new subjects that have found their way into the curriculum and the newer ways of teaching the three R's confuse them. Understanding is essential for effective home and school cooperation. The fact that parents are asking what the school is doing for their children and how they may work with the teachers is a healthy sign of progress.

PROGRAM (30 minutes)

In charge of the Program or School Education chairman

1. Discussion, Led by a Father: The Three R's in the School of Yesterday

(The leader should get various members of the association to tell of their own school experiences relating to the three R's—such as, learning our ABC's; "c-a-t, cat, and d-o-g, dog" reading lessons; oral reading in turn; the Blueback speller with its "bug-bear" words; memorizing rules and definitions in arithmetic; unusual problems, duodecimals, the rule of three, apothecaries' table, and the like; copy books and push-pull, round-round handwriting drills; formal grammar with its parsing and diagraming.)

The three R's in the school of today, however, are not being neglected as many parents fear. An analysis of the time allotted to these subjects in the past and at present shows that "in

1826 the first six grades gave about 92 per cent of each week to the three R's as compared with 52 per cent in 1926. But attendance at school is more regular today, the length of the school year has increased, and children attend for more years. Taking these facts into consideration during the past century, the actual number of hours of instruction in the three R's received by each child has increased approximately 300 per cent. Further, with better methods of teaching and improved textbooks of today there is every reason to believe that the three R's have never been more effectively taught to such a large proportion of the children than is being done today."—EVALUATING OUR PUBLIC SCHOOLS.

2. Demonstration by a Teacher: Better Methods of Teaching

(Before making the demonstration the teacher should point out to the group what they are to look for and then she should carry on a discussion with the group in order to clinch these points and to clarify doubtful points. She should then give a short, carefully planned demonstration of a beginning class in reading, showing (1) mean-

ingful content based on the children's experience; (2) the ease and joy with which children now learn to read; (3) the ability to grasp whole phrases with one sweep of the eye; (4) phonics and word drill in close connection with thought-getting; (5) relationship of oral and silent reading. If preferred, a similar demonstration on teaching

other tool subjects may be planned.)

A school visiting committee may be appointed several weeks before the meeting to visit classes and to report how the three R's are taught in various classrooms as tools, not ends, of knowl-

edge. For instance, reading is used by children to get information needed to carry out a present activity; writing, to express themselves; spelling, to write accurately; arithmetic, for many purposes.

3. Report by a Mother: Better Textbooks

(A committee appointed especially for the purpose should put on display a few old textbooks borrowed from members and some of the attractive, up-to-date textbooks. A member of the committee responsible for this exhibit should point out the improvement in modern textbooks in color, print, illustrations, content. Include work-

books for individualized instruction.)

"Give children the attitude of learning, good books, places to study, pets, gardens, tools, workbenches, globes, musical instruments, drawing boards, excursions, reading aloud, intelligent family discussion of common problems."—EDUCATING FOR SEVEN POINT LIVES.

PROJECTS

1. Ask the teachers to make a bibliography of the simplest material on this subject found in their professional books and in state and national school journals and to place this material on the Parent-Teacher Bookshelf.
2. Place on this bookshelf several copies of the following:
Bain, Winifred E. *Parents Look at Modern Education*. New York: D. Appleton-Century. \$2.50.
Evaluating Our Public Schools. Washington: National Education Association, 1201 16th Street, N.W. 15 cents.
Williams, Charl O., editor. *Our Public Schools*. Washington: National Congress of Parents and Teachers. 50 cents.

EDITOR'S NOTE: This program has been outlined with the cooperation of two educators who are members of the Board of Managers of the National Congress. In the Parent-Teacher Program, "The Beginning of School," which appeared in the September issue, "School Legislation Committee" should have read "School Education Committee."

SOCIAL PERIOD

Conduct a spelling match as follows: Have two sets of large alphabet cards made, one red and one black. Two leaders "choose sides," twenty-six on a side, that each person may have one letter of the alphabet. If there should be less than fifty-two people to take part, one person may handle two cards, or words with the missing letters can be avoided. If there are more than twenty-six to a side, duplicate letters can be used. One person, as teacher, gives out the words, starting with very simple ones. As the word is called the persons holding the letters in it run to the front of the room and form the word. The side which "spells" the word first wins the point. A score board adds to the interest.

CONGRESS COMMENTS

MRS. B. F. LANGWORTHY, National President, will attend the fall conventions of the following state branches: Mississippi, October 2-4, at Jackson; Oklahoma, October 8-11, at Norman; South Dakota, October 16-18, at Rapid City; Nebraska, October 22-24, at Columbus; Virginia, November 5-8, at Norfolk; Maryland, November 19-21, at Baltimore.

Mrs. J. K. Pettengill, First Vice-President, will represent the National Congress at conventions in the New England states during October. She will attend the state convention at Bangor, Maine, October 5-6; district conferences in New Hampshire, October 7-8; the state convention at Burlington, Vermont, October 9-10; a one-day conference at Providence, Rhode Island, October 14; a one-day conference at Hartford, Connecticut, October 15; and the Massachusetts state convention at Worcester, October 16-18.

Mrs. Hamilton Shaffer, Second Vice-President, will represent the National

Congress at the Annual Safety Congress, in Louisville, October 14-18.

Mrs. C. H. Turner, President of the California Congress, is attending the National Recreation Congress in Chicago, the last week in September.

Mrs. Charles E. Roe, National Field Secretary, will conduct conferences and attend meetings in the following states during the next few weeks: Wyoming, September 23-October 1; Idaho, October 3-16; Utah, October 25-November 6; Nebraska, November 12-22.

Miss Frances S. Hays, Information Secretary, will teach classes in the following states: Iowa, September 23-October 11; Illinois, October 15-18; Kentucky, October 21-November 8; Georgia, November 12-27.

A directed reading course for parents, teachers, and social workers, entitled "The Training of the Child," by Alice Sowers, has been published recently by

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the Extension Division of the University of Virginia.

Dr. G. B. Zehmer, Director of the Extension Division of the University of Virginia, says:

"Frankly, this directed reading course on the study of the child is a venture, sponsored cooperatively by the Extension Division of the University of Virginia and the Cooperative Education Association, the Virginia Branch of the National Congress of Parents and Teachers. It is an attempt to discover new methods in parent and teacher education. It is hoped that the directed reading course plan will fill successfully an obvious need in the field of informal education. If it does, other courses in the subject of child study will be prepared in a somewhat similar fashion."

Dr. A. F. Harman, Fifth Vice-President and Director of Education, has been elected President of Alabama College, Montevallo, and assumed his new duties on September 1.

Parent-Teacher Week will be observed in Mississippi, October 19-26, and in Alabama, October 20-26.

224 SONGS for GROUP SINGING

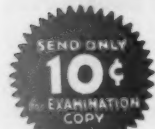


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BOOKSHELF

UNDER the auspices of the Payne Fund a series of research studies has been made at the request of the Motion Picture Research Council to determine the influence of the movies upon children. The series, as already noted in the Bookshelf, is called *Motion Pictures and Youth*, and the general chairman is W. W. Charters. One of the studies, carried out by Edgar Dale, research associate of the Bureau of Educational Research in Ohio State University, aims to discover the content of motion pictures, because if children, and adults too, are being affected by what they see on the screen, it is important to analyze the stimuli that are producing these effects. In the published record of Mr. Dale's study, *CONTENT OF MOTION PICTURES*, and his companion study published in the same volume, *CHILDREN'S ATTENDANCE AT MOVIES* (New York: Macmillan. \$2.50), an examination of the general themes of 1,500 films is recorded, together with a more detailed analysis of a smaller number. The findings include such facts as these: that in 1930, 15 per cent of the films dealt with sex, 27.4 per cent with crime, 29.6 per cent with love; that there are too few films for children and youth; that there is a lack of films that handle social realities in a vigorous fashion. The writer estimates that in 1929 out of the total motion picture audience of seventy-seven million persons, two million were under seven years of age, nine million were between seven and thirteen inclusive, and seventeen million between fourteen and twenty. What the serious parent needs to consider is whether plays made for tired, jaded

YOUR NEW BABY, by Linda McClure Woods (New York: McBride. \$2), and *NUTRITION OF MOTHER AND CHILD*, by C. Ulysses Moore (Philadelphia: Lippincott. \$2).

YOUR NEW BABY is a simple manual for the expectant mother and the new mother. It gives explicit directions concerning prenatal and postnatal care, advice about the layette, preparing for home delivery, the nursing period, the later feeding and care of the baby, and his proper development.

Dr. Moore's book, on the other hand, is intended as much for the medical and nursing professions as for mothers, and is one in the list of Lippincott's nursing manuals. More than anything else it is an urgent plea for breast-feeding for all babies. "It may be laid down as an axiom that every mother can nurse her child," says Dr. Moore. The only exceptions are in the case of cancer, active tuberculosis, or insanity in the mother. Other causes, frequently given for not nursing, can be removed, says the physician, if proper effort is made. Though many times there are hindrances to adequate breast-feeding, the effort to remove those hindrances is well repaid by the sounder health of the child, and his better mouth formation. There is a vast amount of missionary work to be done in spreading the gospel of breast-feeding, and the author of this book is one of the missionaries.

The book also contains useful tables of the calorie content of foods, and a large number of recipes for children's diet.

• • •

EDUCATION FOR FAMILY LIFE

Since 1928, the child development and parental education office of the American Home Economics Association, under a grant from the Spelman Fund, has been issuing a series of publications on education for family life. Three of these, designed to help in teaching high school courses in family relations, have been prepared by Lemo Dennis Rockwood, *LIVING TOGETHER IN THE FAMILY*, *PICTURES OF FAMILY LIFE*, and *TEACHING FAMILY RELATIONSHIPS IN THE HIGH SCHOOL*. (Washington, D. C.: American Home Economics Association. \$1.10, \$1.40, and 90 cents, respectively. Special combination price, \$3).

The first of these has already been reviewed in the Bookshelf. The second contains thirty-four accounts of family life in normal, middle-class American families, written by young people. Some of them are descriptions of the writers' own home life, others are



Drawn by Dorothy Lathrop for
Sung Under the Silver Umbrella

adults are suited for the enjoyment and the enrichment of the lives of young people.

• • •

FOR MOTHERS OF NEW BABIES

Two books for mothers of young children, the first of them brand new, the second in a rewritten edition, are

by
WINNIFRED KING RUGG

what has been observed by the youthful writers. All of them are first hand, and offer discussion groups the very best kind of material with which to work.

The third volume is a manual prepared in response to requests from home economics teachers for help in teaching classes in family relations and in helping prepare young people for future marriage and parenthood. It makes use of the other two books in the series as material for class discussion. With these goes A STUDENT STUDY GUIDE (30 cents) outlining the material.

Family-life education in the schools is still a new subject, and the topics with which it deals are intangible and intimate. Young people know family life chiefly as it is practiced at home, and it is of the greatest importance that parents cooperate in whatever



Another of Dorothy Lathrop's beguiling illustrations in *Sung Under the Silver Umbrella*

family-life program the schools offer.

...

A NEW SERIES OF PAMPHLETS

Of special interest to parent-teacher study groups is a pamphlet called YOUTH AND THE DEPRESSION in the American Primer series announced for September publication by the University of Chicago Press. The series, planned to present current economic problems for readers who are not trained in the study of economics, has been prepared through a grant from the General Education Board, under the editorship of Dr. Percy W. Bidwell. Other titles are YOU AND MACHINES, THE FARM BUSINESS, STRIKES, CRIME, FRIENDS OR ENEMIES?, MONEY, JOBS OR THE DOLE? and BUSINESS OR GOVERNMENT. The writers are men whose ability to interest informal discussion groups has been tested, and the illustrations are by Fred G. Cooper.



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The appearance of an advertisement in the NATIONAL PARENT-TEACHER MAGAZINE is in itself a stamp of merit. In accepting advertising the NATIONAL PARENT-TEACHER MAGAZINE considers the reliability of the product, the reputation of the firm advertising, and the appropriateness of its appeal to the readers. If there is the slightest doubt about any product or company a careful investigation is made before the advertisement is accepted.

We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

Listed below are the firms advertising in this issue. While every precaution is taken to insure accuracy, we cannot guarantee against the possibility of an occasional change or omission in the preparation of this index.

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Single copies are 25 cents, with reduced rates to groups. Group leaders may obtain free samples by applying to the University of Chicago Press.

• • •

FOR YOUNGER READERS

Among the best compilations for children may be placed The Umbrella Books, prepared by the Literature committee of the Association for Childhood Education (New York: Macmillan. \$2 each). The series includes TOLD UNDER THE GREEN UMBRELLA, a collection of imaginative stories, particularly fairy tales and folk tales; TOLD UNDER THE BLUE UMBRELLA, a group of might-be-true stories; and SUNG UNDER THE SILVER UMBRELLA, an anthology of poetry for young readers. The books are beautifully printed, and have pleasing illustrations by Grace Gilkeson, Marguerite Davis, and Dorothy Lathrop, respectively. Padraic Colum's preface to SUNG UNDER THE SILVER UMBRELLA is, to an adult, sufficient reason for owning the book, so exquisite is his appreciation of the place that poetry—its rhyme and rhythm, its enchanting words, and its impression of wonderment—has in a child's mental life.

• • •

An artist and a writer went on a sketching tour on the Navajo Reservation in Arizona and New Mexico and returned with material for NAVAJO WINTER NIGHTS (New York: Nelson. \$1.50). The author is Dorothy Childs Hogner; the illustrator, her husband, Nils Hogner; and the stories themselves for the most part were related

to them by Lewis Watchman, medicine man and interpreter. The stories are not too long or too complex to hold the attention of children of seven to ten.

Among magazines for boys and girls may be mentioned *Wee Wisdom*, published by Unity School of Christianity, 917 Tracy, Kansas City, Missouri (\$1 a year) under the editorship of Jane Palmer. It is justly described as "a magazine that trains both heart and mind." It contains short stories, a serial, verse, contributions by young readers, "Things to Do," news for stamp collectors, and features of a distinctly religious tone. It is not denominational, however.

• • •

REVIEWS IN BRIEF

1000 BOOKS FOR THE SENIOR HIGH SCHOOL LIBRARY, a pamphlet compiled by a joint committee of the American Library Association, National Education Association, and National Council of Teachers of English, Mary Elizabeth Foster, chairman (Chicago: American Library Association. \$1). Valuable for any one who has to do with the purchasing of books for a high school library, it contains, among other helpful features, a directory of publishers.

ART FOR TODAY'S CHILD, a bulletin of the Association for Childhood Education, Washington, D. C. (50 cents), Frances McClelland, editor. Abstracts of papers given at the 1934 convention of the Association for Childhood Education, before a study group held to discuss ways to teach art to young children. Forward-looking.

BULLETIN BOARD

State Congress Conventions in October, 1935

Iowa.....	at Fort Dodge, October 23-25
Maine.....	at Bangor, October 5-6
Massachusetts.....	at Worcester, October 16-18
Minnesota.....	at Detroit Lakes, October 9-11
Mississippi.....	at Jackson, October 2-4
Missouri.....	at Cape Girardeau, October 29-31
Nebraska.....	at Columbus, October 22-24
New Jersey.....	at Atlantic City, October 23-25
New York.....	at Buffalo, October 7-10
Ohio.....	at Akron, October 9-11
Oklahoma.....	at Norman, October 8-11
Oregon.....	at Medford, October 22-25
South Dakota.....	at Rapid City, October 16-18
Vermont.....	at Burlington, October 9-10
West Virginia.....	at Charleston, October 17-19

October 6-12—National Fire Prevention Week

October 12-19—Seventh Pan American Child Congress,
Mexico City, Mexico

October 28-31—Annual Meeting of the American Dietetic Association, Cleveland, Ohio